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## Thematic Module 6B



# On the Move



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# Thematic Module 6B

## On the Move

### Day 10 to Day 18



## This product is the result of a joint venture with the following contributors:



Alberta Learning  
10155 – 102 Street  
Edmonton, Alberta T5J 4L5



Ministry of Education  
PO Box 9150, Stn Prov Govt  
Victoria, British Columbia V8W 9H1  
Internet: <http://www.gov.bc.ca/bced/>



Learning Technologies Branch  
Box 4000  
Barrie, Alberta T7N 1P4  
Tel: (780) 674-5350, Fax: (780) 674-6561



Open School  
Open Learning Agency  
1117 Wharf Street, 2nd Floor  
Victoria, British Columbia V8W 1T7  
Internet: <http://www.openschool.bc.ca>



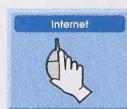
Alberta Distance Learning Centre  
Box 4000  
Barrie, Alberta, Canada T7N 1P4  
Tel: (780) 674-5333, Fax: (780) 674-6977  
Internet: <http://www.adlc.ab.ca/home>



Learning Resources Centre  
12360 – 142 Street  
Edmonton, Alberta T5L 4X9  
Tel: (780) 427-2767, Fax: (780) 422-9750

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Day 10 to Day 18  
Student Module Booklet  
Learning Technologies Branch  
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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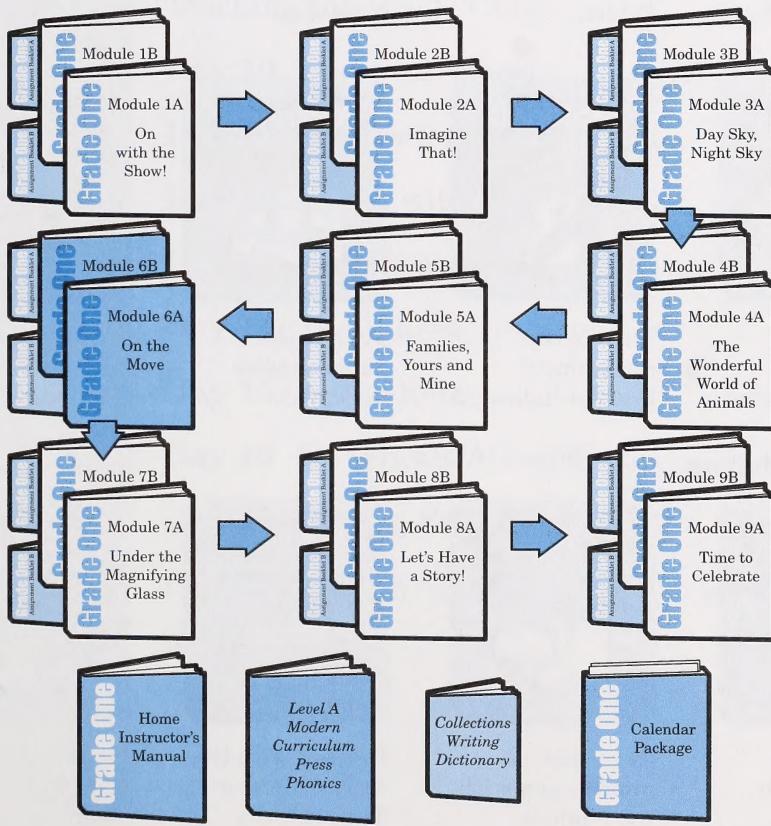
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# Course Overview and Basic Components

Welcome to the Grade One Thematic program.

The booklet you are presently reading is called a Student Module Booklet. It will take you through the course and show you, step by step, what to do with the student and how to do it. The activities you do will prepare the student for the assignments.

Grade One Thematic contains nine modules, each divided into two booklets, A and B. Each module has two Assignment Booklets, one for each of the A and B Student Module Booklets. The module you are working on is highlighted in a darker colour. The four other basic course components—a Home Instructor's Manual, a *Level A: Modern Curriculum Press Phonics* book, a *Collections Writing Dictionary*, and a Calendar Package—are also highlighted.



## Visual Cues

Throughout the Grade One Thematic program, you will find visual cues that indicate a material needed or a type of activity. Read the following explanations to discover what each icon prompts you to do.

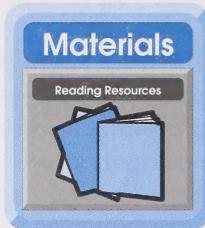
### Icons: Materials



Turn to the *Level A: Modern Curriculum Press Phonics* book.



Place an item in the Student Folder.



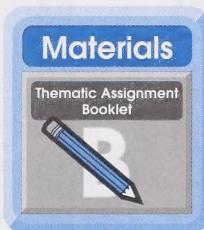
Turn to the reading resource indicated.



Turn to the Home Instructor's Manual for further information.



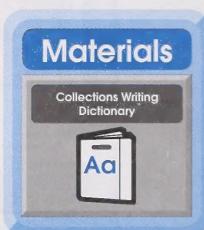
Turn to the Assignment Booklet indicated.



Turn to the Assignment Booklet indicated.



Turn to the audiocassette indicated.



Turn to the *Collections Writing Dictionary*.

### Icons: Activities



Read this information to yourself.



Read this information with the student.

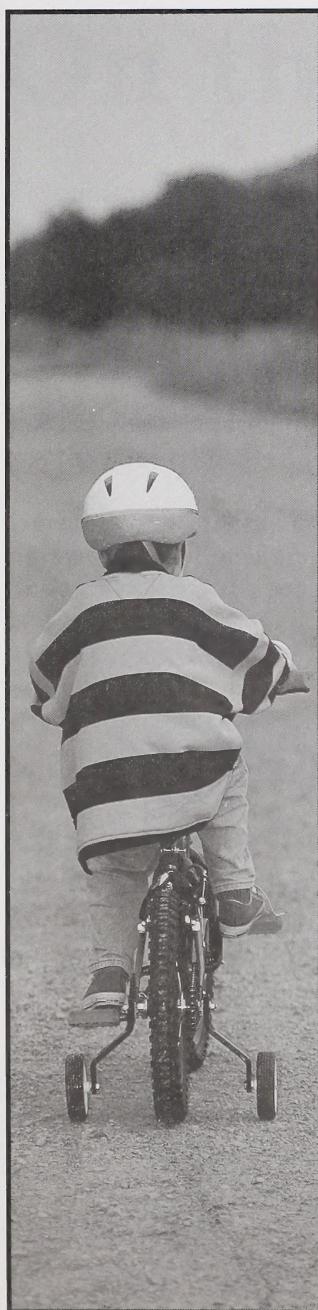


Proceed with the daily Calendar Time activity.

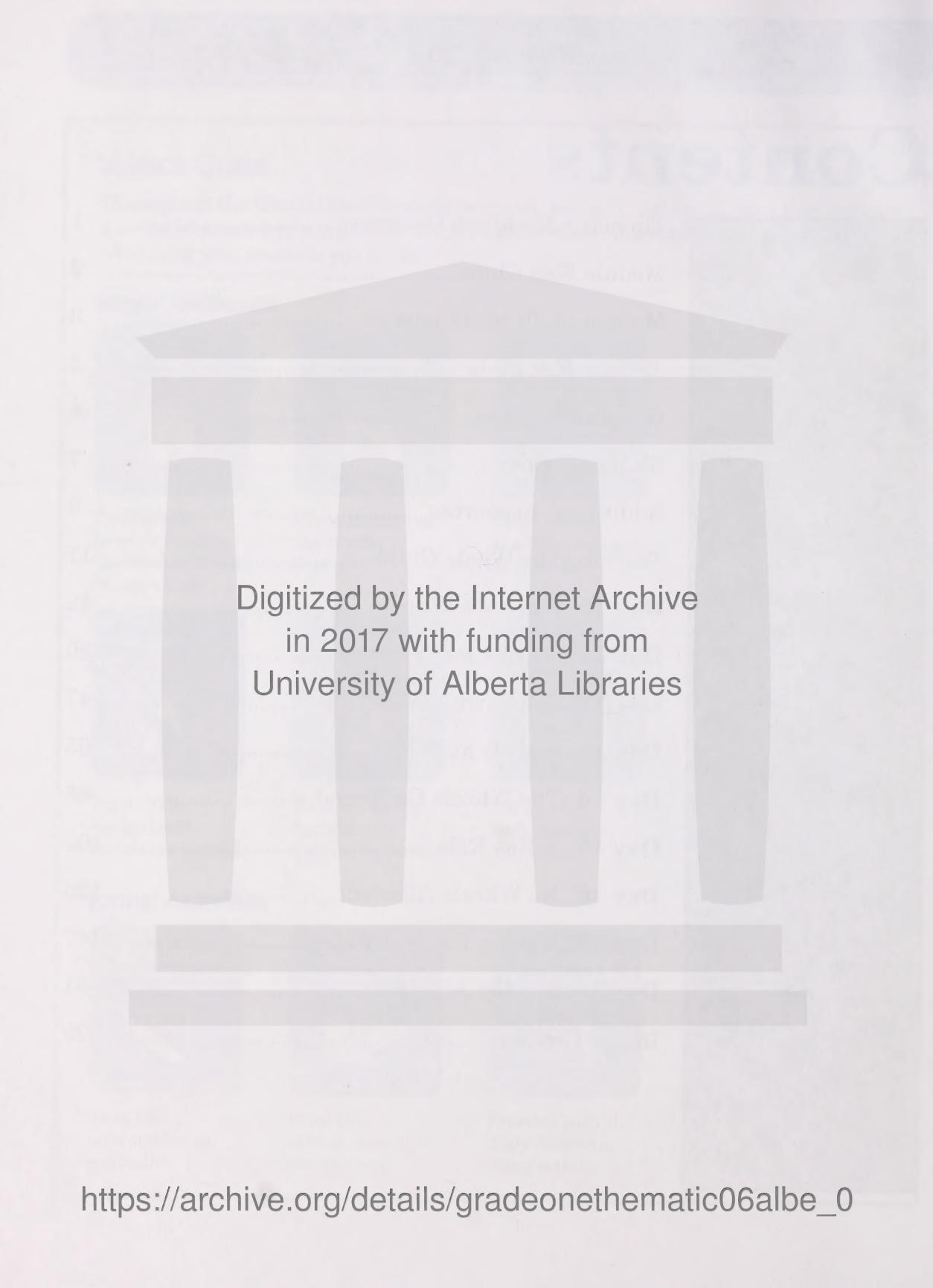


Access the Internet for the student. (This activity is always optional.)

# Contents



Thematic Module 6 Overview .....	1
Module Web Chart .....	2
Module Skills and Concepts .....	3
Module Materials .....	5
General Supplies .....	6
Student Folder .....	7
Additional Resources .....	8
Teaching the Whole Child .....	11
<b>Day 10</b> Fun with Wheels .....	12
<b>Day 11</b> Wheels for Travel .....	30
<b>Day 12</b> Safety with Wheels .....	47
<b>Day 13</b> Wheels at Work .....	65
<b>Day 14</b> The Wheels Go Round .....	86
<b>Day 15</b> A Bus Ride .....	105
<b>Day 16</b> No Wheels Allowed! .....	125
<b>Day 17</b> Moving Far and Wide .....	147
<b>Day 18</b> Moving Ahead .....	161
Image Credits .....	179



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# Module 6 Overview

## On the Move

Welcome to the module that is On the Move! Over the next few weeks, you and your student will move through several curriculum objectives to discover that movement is everywhere. Machines, animals, and people move in many ways. A glimpse into these movements is provided through the activities of this module.

Physical safety is emphasized—keep safe while you keep moving!

The child will create an Action Alphabet book over the course of the module and move creatively in response to each letter.

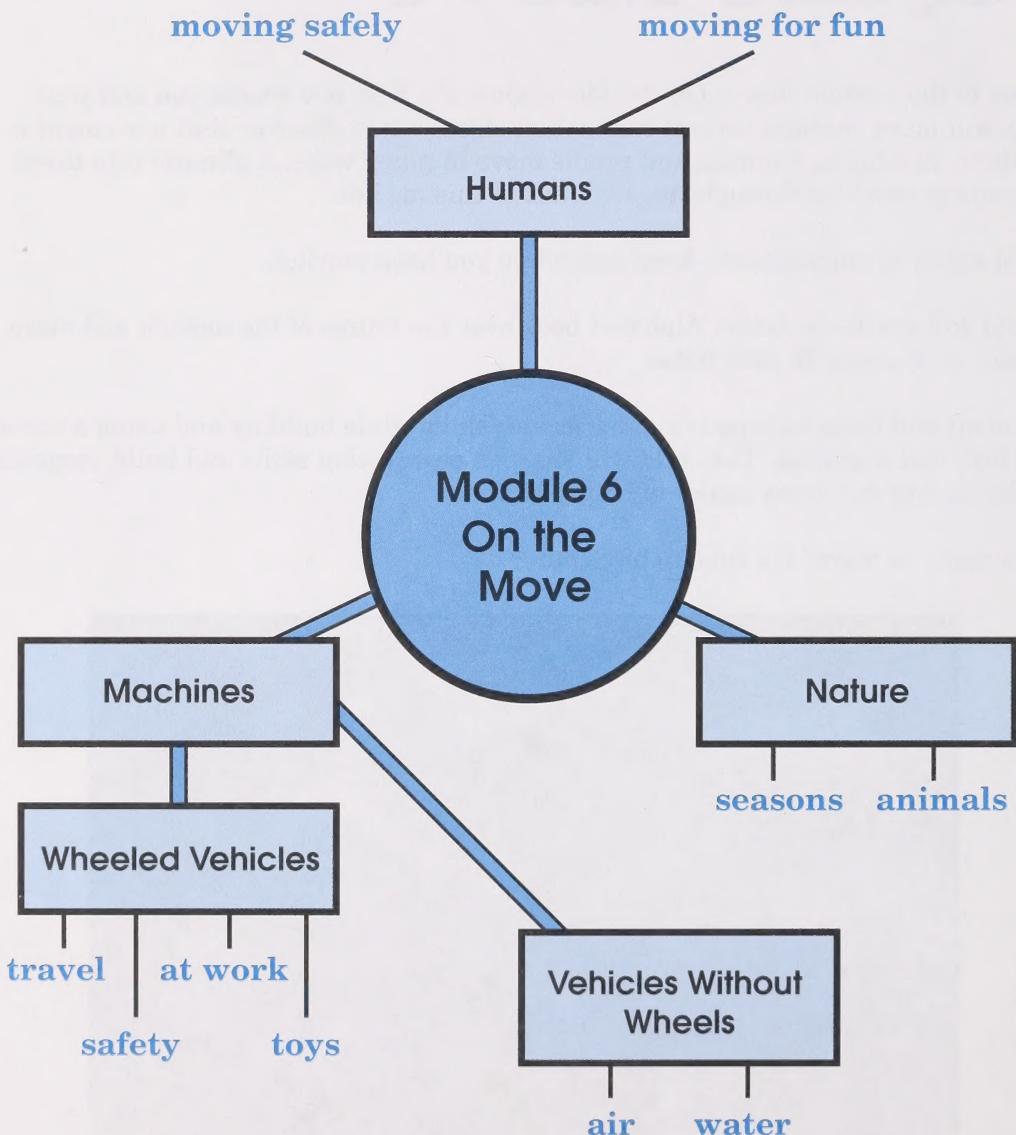
The student will focus on creativity and science skills while building and using a variety of simple toys and machines. The child will sharpen observation skills and build vocabulary while discussing the many modes of transportation.

Are you ready to move? It's time to have fun!



## Module Web Chart

This chart highlights the main theme topics for this module.



# Module Skills and Concepts

This module meets many curriculum objectives while building on your student's enjoyment and appreciation of movement. This thematic course is an integrated program, which means that you will find objectives from one subject often relating to or overlapping those of another subject.

Many of the health, drama, and music objectives are developed through movement activities. In fact, even some of the language arts objectives are learning through actions in this module. What is the connection between language learning and movement? Moving to express letters, words, sounds, and meanings gives a physical association to language that helps to make it more relevant to the child. Kinesthetic movement also helps a child recall and retain concepts more easily.

Connections between various parts of the program make learning easier, more enjoyable, and more meaningful for the student. The goals and topics listed below are only a sample of the total educational package included in *On the Move*.

## Language Arts Skills

- **Reading**—using comprehension skills, consonant blends, word endings, and digraphs to decode words; recognizing larger units, such as word endings, in words; making increasingly sophisticated predictions about content; building recognition of high-frequency words; suggesting changes to stories; recalling details from reading
- **Writing**—experimenting with a variety of forms in an alphabet-book format; changing a pattern to create a rhyming poem; using capital letters and periods in written activities; using a combination of constructed and standard spelling in personal writing; recording observations through words and pictures; increasing written vocabulary through the use of charts and a personal dictionary
- **Speaking**—increasing speaking vocabulary; asking questions on a topic; expressing opinions about stories and poems; suggesting improvements to written material; sharing information with a familiar audience; responding to questions; retelling details of stories or a sequence of events; participating in discussions and brainstorming activities
- **Listening and Viewing**—listening for information and enjoyment; following directions; conducting a visual survey for information
- **Printing**—printing words and sentences using lined and unlined paper; printing legibly

- **Phonics**—recognizing consonant blends (**pr, cr, dr, tr, fr, pl, bl, cl, fl, gl, sw, sp, sk, sl, sn, st, scr, squ, and str**); recognizing word endings (**-ing, -ed, and -s**); recognizing consonant digraphs (**th, wh, ch, and sh**); recognizing the three sounds of **y** (as in **yellow, fly, and puppy**)
- **Spelling Words**—mastering the spelling of **that, this, to, from, was, and with**
- **High-Frequency Words**—mastering the spelling of **people, now, down, who, only, did, write, find, too, such, much, used, water, good, look, came, come, long, and very**

## Other Subject Skills

- **Science**—describing materials and objects; manipulating materials; developing observation skills; constructing toys and models; comparing objects; identifying component parts; recognizing that vehicles are constructed for specific purposes; recording observations; classifying natural and manufactured objects; following directions; constructing graphs; making predictions; using a variety of sources to gain information
- **Physical Education**—understanding the importance of physical activity; participating in a variety of movement activities; learning to properly care for and handle equipment; experimenting with creative movement; developing awareness of the function of the circulatory system; learning how the heart and muscles aid movement; developing gymnastic skills; stopping, starting and changing directions; throwing and catching; participating in movement sequences in response to verbal and musical stimuli; understanding basic action words and prepositions
- **Health and Life Skills**—developing good posture; developing an understanding of the need for exercise; practising pedestrian safety, safety on public and private transportation, playground and outdoor safety, and bicycle safety; setting goals; stating preferences; self-evaluating
- **Music**—responding to music through movement; developing awareness of beat and tempo; enjoying music; singing
- **Drama**—mimicking the movement of machines and animals; improvising movement; developing free and controlled movement; practising moving in a variety of ways in response to stimuli
- **Visual Arts**—assessing the use and function of machines; using a horizon line in painting; documenting activities visually; painting; drawing; modelling with modelling clay; using computer graphics and fonts (optional); experimenting with a combination of media to create an alphabet book

- **Information and Communication Technology**—creating original text using word-processing software to communicate and demonstrate understanding of forms and techniques; creating visual images by using such tools as paint and draw programs for particular audiences and purposes; navigating within a document, compact disc, or other software program that contains links; accessing and retrieving appropriate information from electronic sources for a specific inquiry; using technology to support and present conclusions; performing basic computer operations such as powering up, inserting disks, moving the cursor, clicking on an icon, using pull-down menus, executing programs, saving files, ejecting disks, powering down, and applying terminology appropriate to the technologies being used

**Note:** Students are not expected to master all of these concepts and skills at this time, but will work toward mastery throughout the program.

## Module Materials

### Books

- Calendar Package
- *Collections* book *Ways to Go*
- *Collections Writing Dictionary*
- *Dive In* (Nelson)
- *Jump In* (Nelson)
- *Level A: Modern Curriculum Press Phonics*
- *Slide In* (Nelson)
- *Toes in My Nose* by Sheree Fitch
- *Zoom In* (Nelson)

### Audio Resources

- *10 Carrot Diamond* by Charlotte Diamond (audiocassette)
- *Classics for Children* by Boston Pops Orchestra/Arthur Fiedler, Conductor (compact disc)
- *The Orchestra* with Peter Ustinov and Toronto Philharmonic Orchestra

## General Supplies

Certain basic school supplies, such as pencils, paper, glue, and scissors, are required on a regular basis throughout the Grade One program. Prepare a box containing these materials for use during the Thematic program and the Grade One Mathematics program, if your student is registered in that course also. These general supplies are outlined on the Master List of Required Materials.



### Materials

Home Instructor's Manual



See the Home Instructor's Manual for further information on the Master List of Required Materials.

# Student Folder



Place completed items in the Student Folder when you see this icon. On Day 9 and Day 18 of each module, you will find a checklist in the Assignment Booklet to help you compile items for submission to the child's teacher. The teacher will let you know when to provide these items for marking.



**Note:** The Student Folder is not included with the basic course components. Refer to the Home Instructor's Manual for information on the Student Folder.

**Grade One Thematic**

**Day 2**

**Home Instructor's C**

What have you observed about...  
Circle Yes or Not Yet

- was enthusiastic
- wanted to know
- was interested
- could

Wp  
u

3. Star

1. Start at the top and

2. Start at the left

Check yourself! Put a checkmark in the box if you did the following:

- I sat in the correct position.
- I held the pencil correctly.
- I had the paper placed correctly.

**Grade One Thematic**

**Day 2**

**Assignment B**

**Doing It Right**

## Additional Resources



The basic reading resources that students need are provided. You could extend these with additional resources from a public or school library. Listed below are theme-related resources that would enrich this module.

A trip to the library in search of extra materials might be a delightful beginning to your module. In addition, you could investigate the many games and computer programs on the market that may enhance the student's learning opportunities.

### Fiction Books

#### Alphabet

*Albert's Alphabet* by Leslie Tryon  
*Alligator Arrived with Apples: A Potluck Alphabet* by Crescent Dragonwagon  
*The Awful Aardvarks Go To School* by Reeve Lindbergh  
*Eating the Alphabet: Fruits and Vegetables from A to Z* by Lois Ehlert  
*A Mountain Alphabet* by Margriet Ruurs  
*A Northern Alphabet* by Ted Harrison  
*A Prairie Alphabet* by Jo Bannatyne-Cugnet

#### Animal Movement

*Animal Acrobats* by Toni Eugene and Robert Cremins  
*Elephants Swim* by Linda Capus Riley and Steve Jenkins  
*Funny Walks* by Judy Hindley  
*Jump Frog, Jump!* by Robert Kalan  
*Jump Like a Frog* by Kate Burns  
*Slither, Swoop, Swing* by Alex Ayliffe

#### Baseball

*The Ball Game* by David Packard  
*The Berenstain Bears Go Out for the Team* by Stan and Jan Berenstain  
*Get the Ball, Slim* by Marcia Leonard  
*Take Me Out to the Ball Game* by Maryann Kovalski

#### Bicycles

*Bicycle Race* by Donald Crews  
*Colliding with Chris* by Dan Harder  
*D. W. Rides Again!* by Marc Tolon Brown  
*Franklin Rides a Bike* by Paulette Bourgeois

#### Movement

*Hop, Skip, Run* by Marcia Leonard  
*Up and Down on the Merry-Go-Round* by John Archambault and Bill Martin Jr.

## Toys

*Anna's Red Sled* by Patricia Quinlan  
*Babushka's Doll* by Patricia Polacco  
*Kate Skates* by Jane O'Connor

## Travel

*Gifts* by Jo Ellen Bogart  
*Jingle Bells* by Maryann Kovalski  
*Let's Go Traveling* by Robin Rector Krupp  
*Round Trip* by Ann Jonas  
*Shortcut* by Donald Crews  
*Stringbean's Trip to the Shining Sea* by Jennifer Williams

## Transportation

*Boats* by Anne F. Rockwell  
*Cars* by Anne F. Rockwell  
*Cars! Cars! Cars!* by Grace MacCarone  
*Harbor* by Donald Crews  
*Matthew and the Midnight Money Van* by Allen Morgan  
*Matthew and the Midnight Tow Truck* by Allen Morgan  
*The Mouse and the Motorcycle* by Beverly Cleary  
*Mr. Gumpy's Motor Car* by John Birmingham  
*On the Go* by Ann Morris  
*Row, Row, Row Your Boat* by Joanne Oppenheim  
*Runaway Ralph* by Beverly Cleary  
*Sail Away* by Donald Crews  
*Sheep in a Jeep* by Nancy Shaw  
*Truck* by Donald Crews  
*The Wheels on the Bus* by Maryann Kovalski

## Water Cycle

*The Magic School Bus: At the Waterworks* by Joanna Cole  
*The Water's Journey* by Eleonore Schmid

## Non-Fiction Books

### Animal Movement

*How Animals Move* by Michel Barre  
*How Does a Bird Fly?* by S. Mayes  
*How Do I Move?* by Shirley Greenway  
*On the Move: A Study of Animal Movement* by Joyce Pope, Stella Stilwell, and Helen Ward

### Bicycles

*Bicycle Book* by Gail Gibbons

### Transportation

*Bulldozers* by Peter Brady  
*Excavators* by Jean Eick  
*Giant Dump Trucks* by Jean Eick  
*Mighty Machines: Airplane* by Christopher Maynard  
*Motor Graders* by Jean Eick  
*What's Inside?: Boats* Dorling Kindersley Series  
*What's Inside?: Planes* Dorling Kindersley Series  
*What's Inside?: Trucks* Dorling Kindersley Series

## Videocassettes

### Health and Safety

*Head to Toe* series. Agency for Instructional Television, 1993-94. The series includes the following titles:

- *In a Heartbeat*. 15 min. ACCESS number VC367203, 1994.
- *Muscles: Holding You Together*. 15 min. ACCESS number VC367204, 1993.
- *Safety First*. 15 min. ACCESS number VC367215, 1993.
- *Standing Tall*. 15 min. ACCESS number VC367205, 1993.

- *Staying Healthy*. 15 min. ACCESS number VC367214, 1993.

*Safety for Children* series. Churchill Media, 1994. The series includes the following titles:

- *Pedestrian Safety*. 9 min. ACCESS number VC375201, 1994.
- *Playground Safety*. 10 min. ACCESS number VC375202, 1994.

## Transportation

*Harriet's Magic Hats* series. ACCESS Network, 1997–98. The series includes the following titles:

- *Airplane Pilot*. 14 min. ACCESS number VC207214, 1997.
- *Farm Machinery Dealer*. 14 min. ACCESS number VC207115, 1997.
- *Garbage Collector*. 15 min. ACCESS number VC207107, 1998.
- *Ski Instructor*. 15 min. ACCESS number VC207149, 1998.
- *There Goes a Boat*. 35 min. Kid Vision, 1994.
- *There Goes a Bulldozer*. 35 min. Kid Vision, 1994.
- *There Goes a Fire Truck*. 35 min. Kid Vision, 1994.
- *There Goes an Airplane*. 35 min. Kid Vision, 1994.
- *There Goes a Police Car*. 35 min. Kid Vision, 1994.
- *There Goes a Space Ship*. 35 min. Kid Vision, 1994.
- *There Goes a Train*. 35 min. Kid Vision, 1994.
- *There Goes a Truck*. 35 min. Kid Vision, 1994.
- *Toy Tester*. 15 min. ACCESS number VC207149, 1998.

## Internet

### Animal Movement

KidsCom Animals of the World  
<http://www.kidscom.com/games/animal/animal.html>

### Polar Pairs

<http://www.mnh.si.edu/arctic/game/>

### Swimming with Whales

<http://www.pbs.org/wnet/nature/spermwhales/html/whaleintro.html>

### Safety

Bike Helmet Safety Quiz  
<http://www.cfc-efc.ca/docs/cich/00001289.htm>

Bike Helmets and Your Child's Safety  
<http://www.cfc-efc.ca/docs/cich/00000015.htm>

Child and Family Canada  
[http://www.cfc-efc.ca/menu/safety\\_en.htm](http://www.cfc-efc.ca/menu/safety_en.htm)

Elmer the Safety Elephant  
<http://www.safety-council.org/info/child/elmer/elmerthe.htm>

The I'm Safe Network  
<http://www.imsafe.com/>

# Teaching the Whole Child

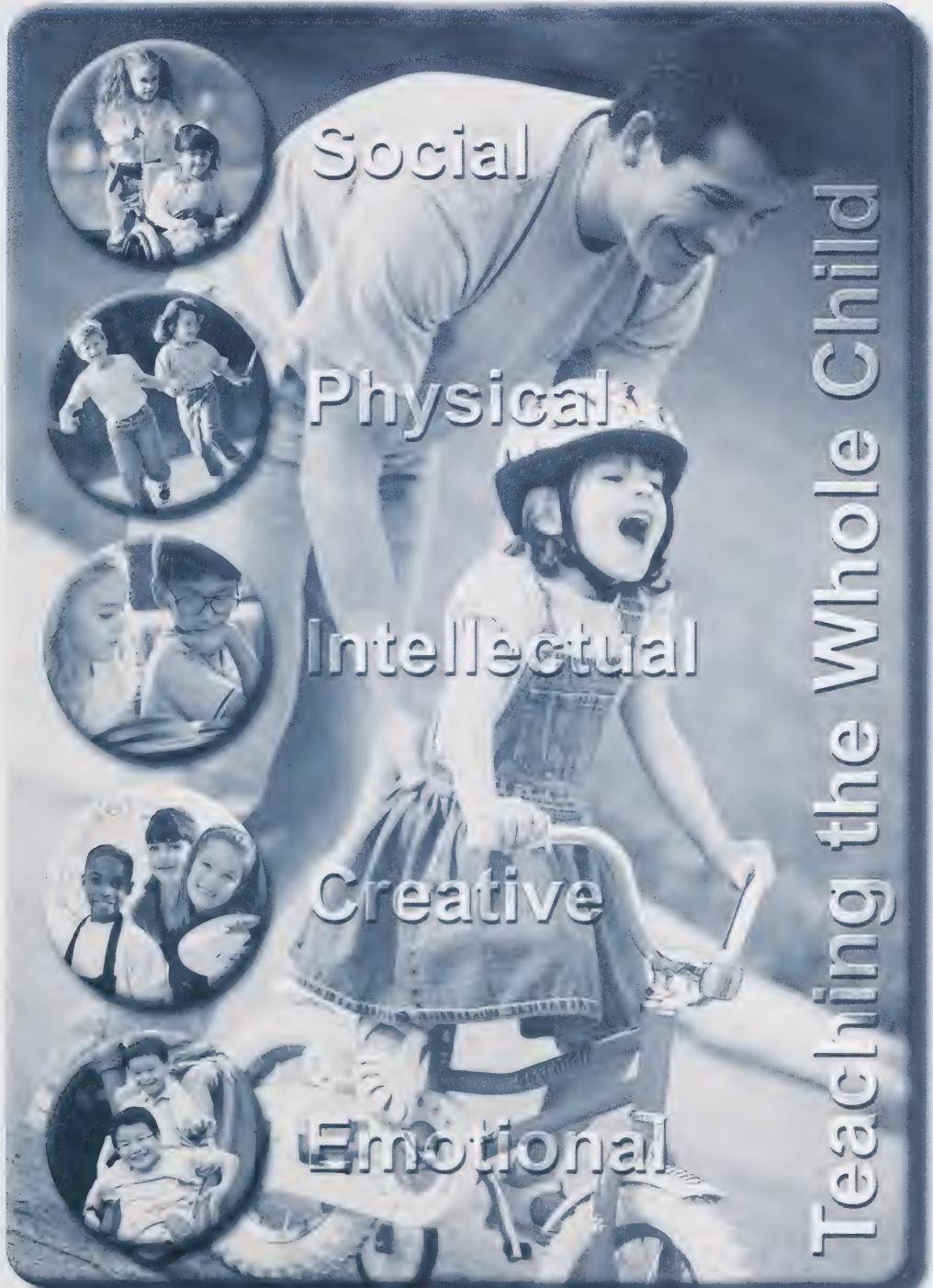
Social

Physical

Intellectual

Creative

Emotional



# Fun with Wheels

Are wheels **much** fun? Yes, they are **such** fun! **Much** and **such** are today's featured sight words, and fun with wheels is today's theme.

In Phonics, your student will continue to work with the vowel sounds of **y**, as in the words **funny** and **sky**. The letter **Nn** is discussed for the Action Alphabet book.

Today's Project Time choices involve the construction of a rolling toy. The reading selections, "I Drive" and "Garbage Day," are about familiar vehicles.



## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 261 and 262
- “I Drive” from *Jump In*
- “Garbage Day” from *Toes in My Nose* by Sheree Fitch
- computer (optional)

### Silent Reading

- books, magazines, and other favourite reading material

### Math Time

- See Mathematics Module 6, Day 10.

### Project Time

- Thematic Assignment Booklet 6B  
– Day 10: Rolling Toy

### Project Choice 1: Rolling Can

- can with plastic lid (coffee can)
- a few elastic bands
- a heavy nut or approximately six washers
- hammer and nails
- a twist-tie

### Project Choice 2: Toy on Wheels

- thin piece of plywood or other flat wood, 20 cm by 15 cm
- two lengths of 2 x 4 wood, 15 cm by 3 cm
- four identical jar lids
- eight plastic beads or buttons
- hammer, nails, screw-hook
- other small wood scraps (optional)
- paint (optional)

### Let's Look Back

- Thematic Assignment Booklet 6B  
– Day 10: Learning Log

### Story Time

- mutually chosen reading material

## Activities

### Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

As mentioned earlier in this module, Calendar Time activities will be left open-ended in order to allow more flexibility. Accordingly, each family will be better able to highlight events and holidays that are important to them.

As a home instructor, you will be aware of your student's knowledge of days of the week, months of the year, seasons, and weather. By using a questioning technique, you will encourage your student to see order in the measurement of time. The child will also learn to observe weather and its patterns.

Proceed with your Basic Calendar Time Procedure. Once it is completed, refer to Calendar Time Variations or Enrichment Calendar Activities for additional activities.



## Focus for Today

## Materials

### Thematic Assignment Booklet



Today's focus is on science and your student's growing ability to **manipulate and describe objects**. Observing the student during today's Project Time activity will help you respond to today's Learning Log in Thematic Assignment Booklet 6B.

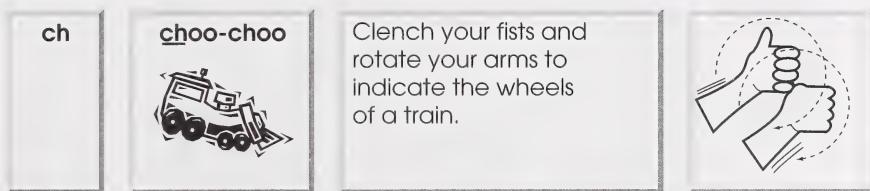
## Language Arts

**Time recommended: 35 minutes**

### Word Study

Print today's high-frequency words, **such** and **much**, on coloured index cards. Is your student able to automatically recognize them? If so, encourage the student to make a personal choice of words to study. Remember to print these personal choice words on white index cards so they can easily be separated from the high-frequency words.

If the child needs practice with today's words, print them on a piece of paper or on the chalkboard. Ask your student to underline the consonant digraph **ch** in each word. If necessary, review the "ch" sound by referring to the Key Words and Action Guide.

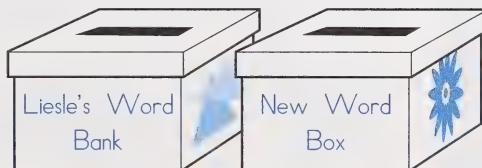


Call attention to the similarity of the vowels in both words. Does your student realize **such** and **much** are rhyming words? Help the child sound out the words if necessary.



For additional practice, refer to the Word-Study Teaching Notes, found in the Appendix of the Home Instructor's Manual.

Have the student print any new words in the *Collections Writing Dictionary*.



## Phonics

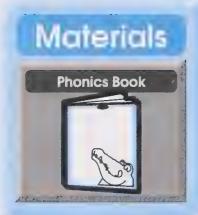
Today's Phonics lesson provides more practice with the vowel sounds of the letter **y**. On a piece of paper or a chalkboard, print the following sentence.

Wendy is my baby.

Ask your learner to read the sentence. Then ask what sound the **y** makes in **Wendy** and **baby**. What sound does it make in **my**?

Reinforce the point that the letter **y** can make the “long i” sound or the “long e” sound when it appears at the end of a word.

Your student could have already discovered the generalization that when **y** is the only vowel at the end of a one-syllable word, it has the “long i” sound. When it is at the end of a two-syllable word, it usually has the “long e” sound.



Read the instructions for page 261 in *Level A: Modern Curriculum Press Phonics*, and then ask the student to complete the page.

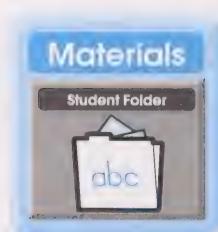
Follow a similar procedure on page 262. Once both pages are completed, mark them and guide the student to make the necessary corrections. Re-mark the pages in a different colour of pen.



Ask your student to identify in which pictures the **y** has a “long i” sound. In which pictures does it make a “long e” sound? Add the sheet to the Student Folder after it has been labelled with the student's full name and M6D10.

## Printing

For today's printing activity, ask your student to print the following pairs of words on a piece of unlined paper. Then, choose two of the pairs to illustrate.



funny bunny  
hoppy poppy  
my sky

bony pony  
sandy candy  
shy fly

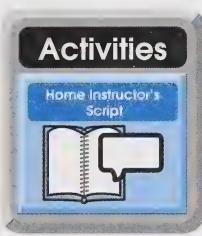
Label the back of the printing page with the student's full name and M6D10 before placing it in the Student Folder.

## Music and Movement

**Time recommended: 10–15 minutes**

Today's Music and Movement activity may be done indoors or outdoors. Perhaps other family members would like to participate.

You will give your student specific instructions to help develop listening skills. Use a script such as the following, pausing between instructions to allow your student to complete the movement if the student is physically able to do so.



Pretend you are walking in a forest.

Reach up high to touch the leaves of the trees.



Now, you are jumping over fallen trees and tree stumps.

Jump over three small bushes.

Stop! You have come to a stream.

Walk backward six steps.

Now, run forward four steps and leap across the stream.

## Day 10 • Fun with Wheels

This side of the stream is very muddy. Walk in slow motion, lifting your feet up very high to get them out of the mud.

There is an old fence across the way.

Crawl under the fence.

Now, climb over the big boulders.

Walk sideways to the right for eight steps.

Walk sideways to the left for eight steps.

Run forward for ten steps.

Now, cross the stream on a narrow log.

Walk carefully because it is very narrow.

You've reached the other side! There is a trampoline waiting for you.

Climb up on the trampoline and bounce.

Keep bouncing until you are tired.

Count the number of bounces out loud.

You are all finished!

Stretch your muscles and relax.

Repeat the activity with your student, this time making up other directions.



Finish today's Music and Movement activity by reading and acting out the alphabet poem for the letter **Nn**. Have your student choose appropriate actions to accompany the poem.

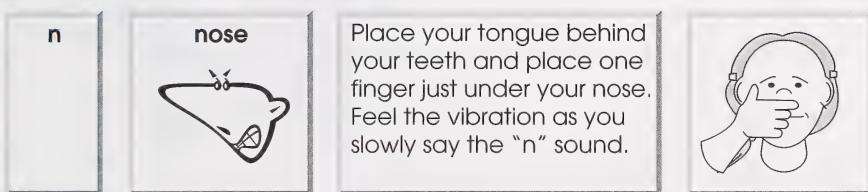
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**Nn is for nose.  
Watch mine as it wiggles.  
Let's wiggle together  
And all have the giggles.**

---

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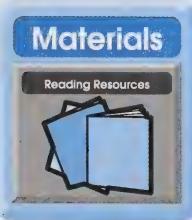


As a culmination activity at the end of the module, your student will perform actions for all the letters of the alphabet. You could arrange to have guests that day to view your student's performance.

## Language Arts

**Time recommended: 60 minutes**

### Reading



Turn to the Table of Contents for *Jump In*, and ask the child to help you find the selection "I Drive."

Once it is found, guide your student to turn to the selection. Encourage your child to look at the pictures and identify the vehicle in each. Then talk about an experience with each vehicle. Where has each one been seen? Has the child ridden in any of the vehicles described?

Read the title aloud and then ask the child to read the selection independently. Provide help where needed.

## Day 10 • Fun with Wheels

After reading, ask the following questions:

Why do cars pull over or stop when a fire truck comes by with its siren on?

Do cars pull over or stop for any other sirens?  
(police cars, ambulances)



Why do cars pull over or stop when a police car or ambulance comes by with its siren on?

Look back over the story and discuss the hats worn by the children. Why does each child have a different type of hat?

If your student had any difficulty reading the story, read it a second time.

Ask the following questions:

Which vehicle would you like to drive someday?

Why?



**Garbage Day**

The poem “Garbage Day” is found in the poetry book *Toes in My Nose*.



Tell the child that the poem you are about to read is about garbage day. Discuss what happens to garbage where you live. Has your student observed the garbage being picked up or watched the truck compress it? Is there a certain day that your family takes recycling to the depot? Do you live in a rural area and take your garbage to a landfill?

If your student has seen a garbage truck in action, ask for a description of what happens to the garbage. Then read the poem. Have fun acting out the poem as you read it a second time.

Next, have the child read the poem to you. Provide help wherever needed.

Ask the following questions:

Which of today's reading selections did you like better, “I Drive” or “Garbage Day”?

Why?

Encourage your student to be specific in explaining his or her preference.

## Enrichment (optional)

The video *Garbage Collector* from the series *Harriet's Magic Hats* would be a good source of information if your learner is not familiar with the workings of a garbage truck. See the list of additional resources at the beginning of the module for more information.

## Writer's Workshop

Each Writer's Workshop session in the second half of Module 6 gives the student time to continue to work on the Action Alphabet book. In the first half of the module, the letters A to M were highlighted. In this part, the letters N to Z will be the focus of attention.

Begin by reading the action alphabet poem for the letter **Nn** and doing the accompanying actions a few times.

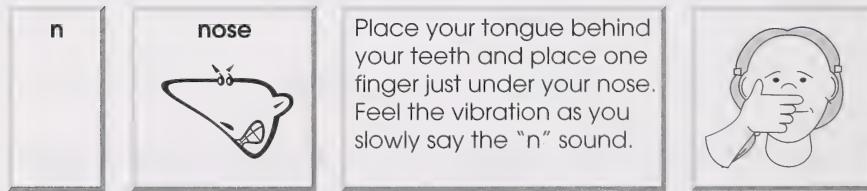
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**Nn is for nose.  
Watch mine as it wiggles.  
Let's wiggle together  
And all have the giggles.**

---

---



Once finished, remind your student to print the upper- and lower-case letters, print a sentence or two using words that start with **Nn**, and draw an illustration.

Your student could draw fancy or decorative letters. The student could also use letters from other media, such as magazines or newspapers.

Part or all of the page could be done by computer.

Perhaps your student would like to try using a border. This can be added with a computer paint program, by hand, or by cutting and pasting borders found in magazines or other publications.

**Now would be a good time to take a lunch break.**



## Silent Reading

**Time recommended: 5–10 minutes**

Silent Reading time is an opportunity for both you and your student to read whatever you choose. This time could involve reading magazines, picture books, newspapers, comics, or recipes.

Your student could choose to read several different things each day or the same reading material on more than one occasion.

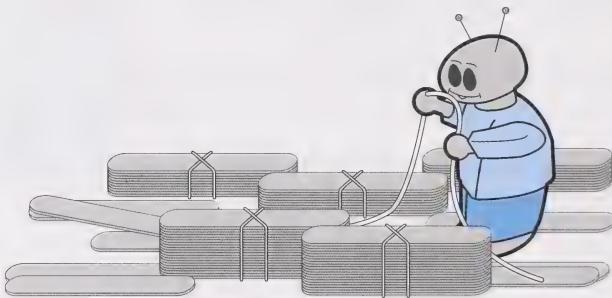


## Math Time

**Time recommended: 45 minutes**

If your student is registered in the Grade One Mathematics program that accompanies this thematic program, encourage working on mathematics each school day. Proceed with Mathematics Module 6, Day 10 activities now.

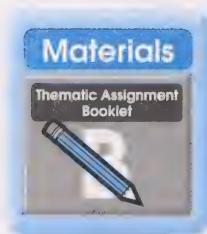
If your student is not registered in the Grade One Mathematics program, then proceed with the activities that follow.



## Project Time

**Time recommended: 50 minutes**

Today your learner has a choice between two projects that involve making things that roll: a can that rolls away and returns or a toy on wheels.



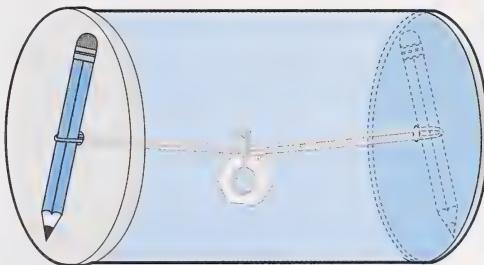
After the student has finished the building portion of the project, complete the recording sheet in Thematic Assignment Booklet 6B.

### Project Choice 1: The Rolling Can

**Note:** You will need to take special precautions to ensure the safe use of materials. For example, you should punch the holes in the can. Also check for sharp edges.

Gather the materials listed in What You Need Today and proceed as follows:

- Use a hammer and a nail to punch holes in the middle of the plastic lid and in the middle of the bottom of the can.
- Take an elastic band and push it into the can through the bottom hole. Use a nail or small pencil to hold it in place, as shown.



- Use the twist-tie to tightly attach several washers or a large nut to the middle of the elastic band.
- Pull the elastic band through the hole in the lid and attach it with a nail or small pencil. Make sure the lid is on tightly, too.
- Roll the can away on a smooth, hard surface. What happens?

The can should return. Experiment with different elastics and weights to see which combination works best. Try a different surface to roll on. Once the rolling can returns consistently, play a game where the student commands it to return. Is it possible to give the command at just the right moment, so that the rolling can seems to obey?

### Materials

Thematic Assignment Booklet



Discuss the parts used to make the rolling can and what purpose each part serves. Turn to Thematic Assignment Booklet 6B, and follow the directions to complete Day 10: Rolling Toy.

## Project Choice 2: Toy on Wheels

In this project, your student can construct a simple wooden toy with wheels. It's a great way to find out how wheels work. Encourage the student to help gather the supplies listed in *What You Need Today*.

Before beginning construction, discuss appropriate safety practices when using hammers and other tools. If possible, the student should wear safety glasses to prevent eye injury.

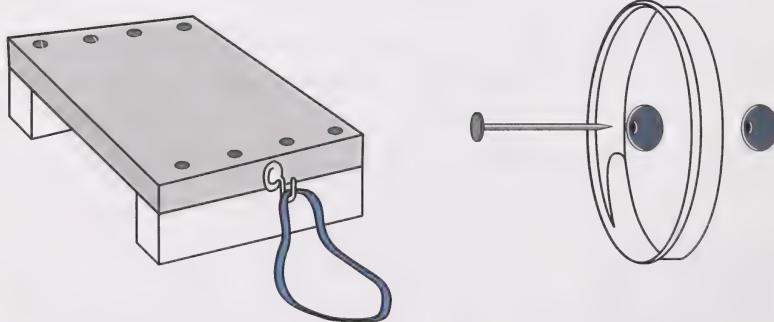
Help your student when necessary, but allow as much independence as possible. If the student has not had experience hammering nails, allow some time to practise with scrap lumber.

Proceed as follows.

**Step 1:** Nail a piece of 2 by 4 (15 cm by 3 cm) to each end of the wood that measures 20 cm by 15 cm by 2 to 2.5 cm.

**Step 2:** Make a hole in the centre of each jar lid with a hammer and nail. (To find the midpoint, draw two intersecting lines on the inner side of each lid.)

**Step 3:** Put a plastic bead or button on the nail on each side of the lid.



**Step 4:** Attach the lids to the crosspieces to make the wheels. Be sure they spin freely on the nails.

**Step 5:** Screw the screw-hook into the front of the crosspiece and tie a piece of string or an elastic band to it.

**Step 6:** Use other wood scraps to make it look like a favourite vehicle. (optional)

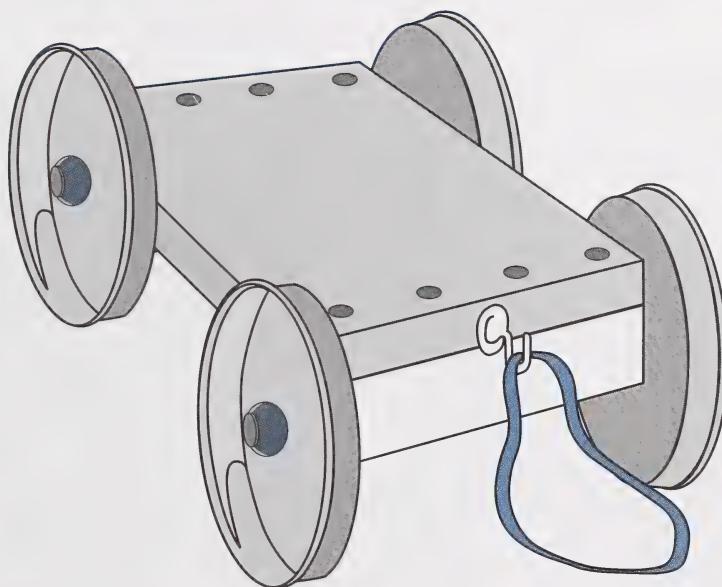
**Step 7:** Decorate the vehicle with paint. (optional)

### Materials

Thematic Assignment Booklet



Discuss the parts used to create the toy and what purpose each part serves. Turn to Thematic Assignment Booklet 6B, and follow the directions to complete Day 10: Rolling Toy.



## Sharing Time

**Time recommended: flexible**

Invite friends and family members to play with the Project Time toy.

Share the progress being made with the Action Alphabet book. Your student might like to read one of this morning's Reading selections.

## Let's Look Back

**Time recommended: 10 minutes**

Ask the child to describe the process of making the Project Time toy.

Use the following script to find out more about your student's skills and attitudes.

How could you improve the toy you made today?

If you could make any kind of rolling toy, what would you make?



What parts of the day did you enjoy?

Is there anything you would like to share with the teacher about today's activities?

## Materials

Thematic Assignment Booklet

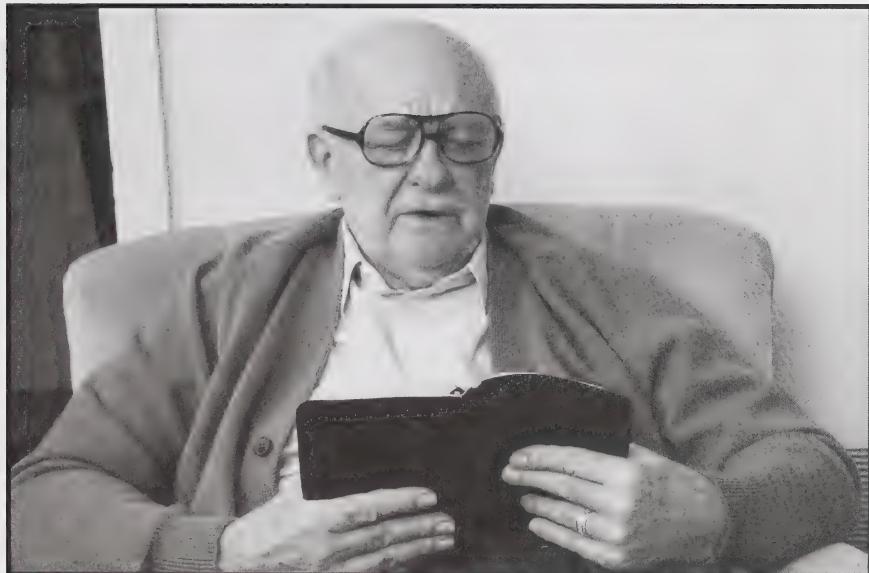


Turn to Thematic Assignment Booklet 6B, and complete Day 10: Learning Log.

## Story Time

**Time recommended: flexible**

This is a special sharing time for you and your student. Enjoy a relaxed and happy time as you read aloud a book of the student's choice. You may want to do this activity at another time of the day that will better suit your family situation and schedule.



**What do wheels help us do?  
Travel into the next lesson to  
discover the answer.**

# Wheels for Travel

Consider the many ways of travelling that depend on wheels. There are cars, trucks, and buses. Bicycles, skateboards, and scooters all need wheels. Most airplanes use wheels for travel on the ground.



Sometimes it can be hard to get around on wheels, for example when trying to get a wheelchair around a tight corner or over an obstacle. Your student will brainstorm solutions to such problems in today's Project Time. Your student will also hunt for wheels in your home and neighbourhood.

“Our New Car” is the name of today’s Reading selection. If your family thinks “Our Used Car” might be more appropriate, then you’ll be using one of today’s sight words. The high-frequency words of the day are **used** and **water**. You will be moving along in the alphabet with the letters **Oo** and **Pp** featured in Music and Movement and Writer’s Workshop.

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 263–266
- “Our New Car” from *Slide In*
- magazines or catalogues for cutting

### Music and Movement

- “Octopus” from the *10 Carrot Diamond* audiocassette by Charlotte Diamond

### Silent Reading

- books, magazines, or other favourite reading material

### Math Time

- See Mathematics Module 6, Day 11.

### Project Time

#### Project Choice 1: Moving on Wheels

- computer (optional)

#### Project Choice 2: The Great Wheel Hunt

- notebook or clipboard
- dinner plate

### Let's Look Back

- Thematic Assignment Booklet 6B
- Day 11: Learning Log

### Story Time

- mutually chosen reading material
- *Go, Dog, Go* by P. D. Eastman
- *Sheep in a Jeep* by Nancy Shaw
- *Matthew and the Midnight Tow Truck* by Allen Morgan (optional)

## Activities



## Calendar Time

**Time recommended: 10 minutes**

Continue with your Calendar Time routine. Refer to the Enrichment Calendar Activities or the Calendar Time Teaching Notes found in the Calendar Package for additional activities.

## Materials



The focus for today's Learning Log is on your student's **interest and participation in creating the Action Alphabet book**. At the end of today's lesson, comment on the student's **knowledge of the alphabet letters**, growing ability to **write sentences**, and to **include details from writing in illustrations**. Preview the Day 11: Learning Log in Thematic Assignment Booklet 6B.

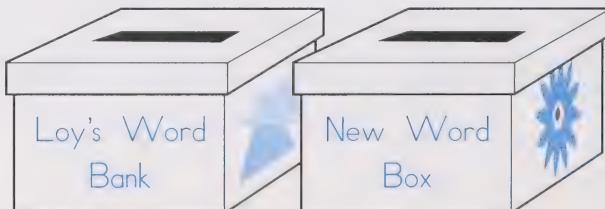
## Language Arts

**Time recommended: 35 minutes**

### Word Study

Print the words **used** and **water** on coloured index cards. Test your student's ability to readily recognize these high-frequency words.

If the child identifies the words, place the cards in the personal word bank. Review the high-frequency words from previous modules as well as any cards in the New Word Box.



If your student cannot read today's words without hesitation, analyse the words.

Point out that the base word of **used** is **use**. The word **use** ends with a “super e,” which makes the **u** say its own name. Draw an arrow from the **e** to the **u**. Mention that the **e** is still “super” even though it’s followed by the **d**.



Notice that the word **water** has two beats or syllables. Have your student clap the syllables in this word. The **a** does not make either of its usual sounds: “short a,” as in **cat**, or “long a,” as in **cape**. It is a word that must be remembered by sight.



### Materials

Home Instructor's Manual



For additional practice, choose an activity from the Word Study Teaching Notes found in the Appendix of the Home Instructor's Manual.



### Materials

Phonics Book



### Phonics and Printing

Today's assignments review consonant blends and **y** as a vowel. Turn to page 263 in *Level A: Modern Curriculum Press Phonics*. Have your student read the instructions and then complete the page. Provide help if necessary because your student might find it difficult to figure out the mixed-up words.

When page 263 has been completed and marked, guide the student to make the necessary corrections. Re-mark the page in a different colour of pen.

On page 264, your student will make a shopping list. The words at the top of the page could be used or you could help the student add favourite items from your family's list. This activity will also be today's printing practice, so be sure your student practises good posture and technique in completing this printing activity.

On pages 265 and 266 is the booklet "Pizza Feast." Help your student remove and assemble the booklet. Then read it together.

Encourage the student to sound out any words with consonant blends. Next, ask him or her to retell the steps involved in making a pizza to help develop sequencing skills.



### Materials



Label the top of page 263 or 264 with the student's full name and M6D11 before placing it in the Student Folder.

## Music and Movement

**Time recommended: 10–15 minutes**

### Materials



Your student might enjoy revisiting the musical selection "Octopus," which was used on Day 4 of Module 4. The selection is from *10 Carrot Diamond* by Charlotte Diamond. Play the selection, encouraging the student to move creatively to match the lyrics.

One reason an octopus can move with great flexibility is because it has no bones. Humans, of course, have hundreds of bones, and good posture can help bones to grow straight and strong. Encourage sitting and standing with good posture. Suggest that your student imagine a string at the top of his or her head, like on a marionette, that pulls him or her up. Contrast that experience with slouching forward.



Keeping good posture in mind, pass a ball back and forth between you and your student. Use your imagination to suggest a variety of passes. Throw the ball underhand and overhand. Pass it under a leg or over a shoulder. Combine a variety of body parts and movement directions according to your student's physical ability.



Read today's alphabet poem and ask the student to imagine actions for each verse. Examples are given. Then read the poem a second time as your student performs the actions.

**Oo is for octopus,  
All squiggly and wet.  
I'll show how it swims.  
Is it a good pet?**

**Pp is for pop.  
And what am I now?  
A kernel of corn,  
I'm popping up. Wow!**

o

octopus



Interlock your fingers together so that you have eight wiggly arms (fingers) hanging down.



p

pop



Place one hand in front of your mouth. Feel the air on your fingers as you say the word **pop**.



## Language Arts

**Time recommended: 60 minutes**

### Reading

Today's reading selection is "Our New Car" from *Slide In*. Have your student help you find the title in the Table of Contents and then find the page.

Before reading the selection, look at the pictures and discuss what the story might be about. You could use questions such as the following to guide your discussion.

### Materials

Reading Resources



**Activities**

Home Instructor's Script



What is the little boy thinking about in the first picture?

What kinds of magazines are in the second picture?

Does the car in the third picture look like the one the boy was thinking of?

How is it different?

How do you think the boy feels about the new car?

What is the boy doing in the fourth picture?  
Why?

What does the licence plate say in the last picture?

Do you think the boy likes the new car now?

Ask your student to read the selection to you. Give help whenever needed. If experiencing difficulty, the student can read it a second time to increase fluency.

Remind the student that the five senses are the ways people experience the world. These senses are sight, hearing, touch, taste, and smell.

The little boy used four of his senses to appreciate the new car.

Which senses did he use?

How do you know?

If your family has a vehicle, ask about the licence plate. Either now or later in the day, check what the numbers and letters are on the licence plate.

## How Many Wheels

Look for different examples of vehicles and organize them according to the number of wheels they use.



Provide the student with a collection of old magazines and catalogues. Help look for pictures of different vehicles and cut them out. Then take out a piece of chart paper and title it **How Many Wheels?** You will need a large paper for this activity. An unlined loose-leaf page may not be large enough.

Divide the chart paper into five columns and label them **1, 2, 3, 4**, and **More Than 4**. Invite your student to place the vehicle cutouts into the appropriate column on the chart. Help your learner decide how many wheels are on the vehicle. The pictures can then be glued into place.

If your student has difficulty finding pictures to cut out, draw small pictures of vehicles for the chart.

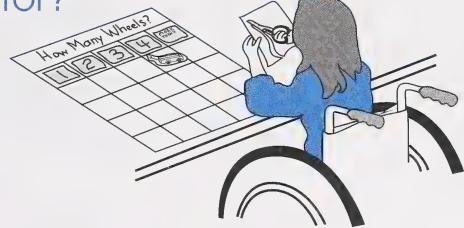
When the student has completed the How Many Wheels? chart, talk about the results. Ask the following questions:

Which group of pictures shows the fewest number of wheels? the most?

Did you find more things with 3 wheels or with 4 wheels?

What types of things have more than 4 wheels?

What are they used for?



### Writer's Workshop

Reread the **Oo** and **Pp** alphabet poems and do the accompanying actions.

**Oo is for octopus,  
All squiggly and wet.  
I'll show how it swims.  
Is it a good pet?**

**Pp is for pop.  
And what am I now?  
A kernel of corn,  
I'm popping up. Wow!**

o

octopus



Interlock your fingers together so that you have eight wiggly arms (fingers) hanging down.



p

pop



Place one hand in front of your mouth. Feel the air on your fingers as you say the word **pop**.



## Day 11 • Wheels for Travel

Once finished, take a look at the shape of an **o**. Does it suggest a certain simple device for rolling? It can easily be transformed into a wheel! Perhaps on today's page the **o**'s can be rolling around.



Your student might not know many **o** words that describe movement, but the following words could give some ideas for the alphabet page sentences:

over  
off  
on  
out

open  
outside  
outdoors  
ocean

octopus  
orangutan  
otter

In Project Time, your student will consider obstacles to a wheelchair's movement. Perhaps the word **obstacle** can be used in the sentence for the Action Alphabet book.



The letter **o** could be used to make a border of **o**'s around the whole page.

**Enrichment (optional)**

Suppose your family was getting a new vehicle. What type would your student choose? Ask the student to write a sentence or two and draw a sketch of the vehicle. Remember to draw in seat belts. Include a licence plate with seven or fewer letters and numbers.

## Is it time for lunch now?

### Silent Reading

**Time recommended: 5–10 minutes**

Your student may enjoy reading and rereading the many booklets that he or she has made over the year. When a student has worked hard to make a book, the text is very familiar and can usually be read independently.



### Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 6, Day 11.

### Project Time

**Time recommended: 50 minutes**

Print the word **wheelchair** on a piece of paper or on the chalkboard. Analyse it with the student. Which two familiar words is it made from?



In Project Choice 1, your student has the opportunity to come up with creative solutions for getting around in a wheelchair. In Project Choice 2, the student will take a walk through your home and around the neighbourhood to look for wheels.

### Project Choice 1: Moving on Wheels

The purpose of this project is for the student to become aware of and understand some of the problems of getting around in a wheelchair and to suggest solutions to these problems.



Briefly discuss with your student what some of the obstacles are: stairways, turnstiles in shopping malls, narrow doorways, curbed sidewalks, public washrooms, and so on. Record the student's responses on a piece of chart paper, unlined loose-leaf paper, or the computer.

Now brainstorm with the student different ways to overcome these obstacles. Making sloped curbs and putting elevators in buildings are two possible solutions. Can you and your student think of others?

Once the list of ideas is complete, choose one solution. Invite your student to draw and write about it or use a drawing and word-processing program.



### Materials

Student Folder



Label the back of the page with the student's full name and M6D11 before placing it in the Student Folder.

### Project Choice 2: The Great Wheel Hunt

To heighten your student's awareness of wheels, take a short walk through your home and around your neighbourhood to find different examples of machines with wheels. If it is not convenient to do this activity now, do it the next time you go shopping or run other errands.

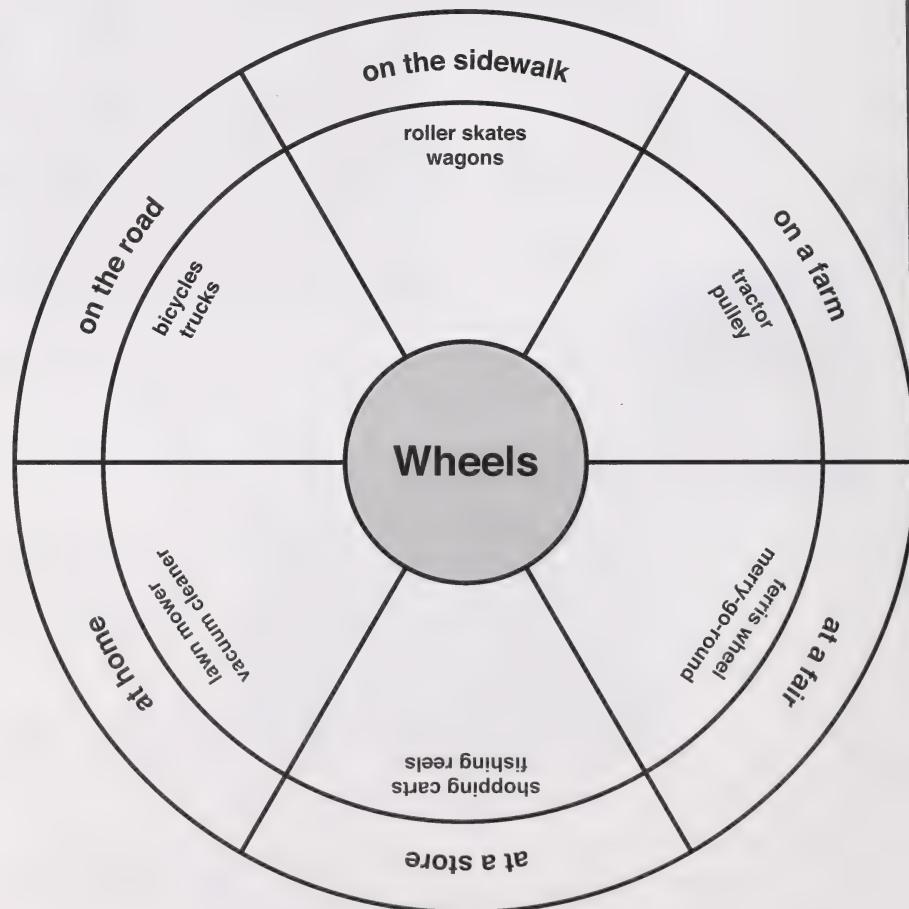
Remind the student to look closely at machines because some wheels are not easy to spot. Include such things as pulleys and gears if your student spots them.

Give your student a notebook or clipboard and paper to record or sketch observations. Look for such things as a shopping cart, wagon, can opener, motorcycle, or yo-yo.

When the search is over, help your student sort out the findings according to **where** the wheels were seen. Think of some headings that are appropriate to your survey. These could include the following:

- on the sidewalk
- on the road
- at home
- on the farm
- in the store

Now you and your student can make a Wheels chart to organize the information under area headings. Trace a dinner plate on a piece of paper. With a ruler, draw lines to divide the circle into the number of categories you found. Print a title for each section. In the middle print the word **Wheels**.





Ask the student to help you list the information in the appropriate sections. Encourage thinking of other categories as well and imagining what wheels you might find there. For example, at a fair you would see a ferris wheel, a merry-go-round, and a roller coaster.

Label the back of the Wheels chart with the student's full name and M6D11 before placing it in the Student Folder.

## Sharing Time

**Time recommended: flexible**

Your student could share his or her solutions to wheelchair obstacles. Also ask members of the audience what ideas they have for making it easier for wheelchairs to get around. As well, your student could tell about all the wheels that may have been discovered in today's Project Choice 2: Wheel Hunt. Challenge family members and friends to name others.

“Our New Car” could be read aloud. Discuss what each person would look for if purchasing a new car.

Today's Phonics booklet, “Pizza Feast,” could lead to a family pizza dinner.

## Let's Look Back

**Time recommended: 10 minutes**

As you look back over the day's activities, what stands out most? Was there an activity your student found particularly easy or difficult? Was there an activity that might have been more successful if it had been done a different way?

Discuss the Action Alphabet book using the following script:

Do you like making the Action Alphabet book?

What do you like best about it?

## Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 6B, and complete Day 11: Learning Log.

## Story Time

Time recommended: flexible



## Materials

Reading Resources



Your student may enjoy one of the many children's books about vehicles. *Go, Dog, Go* by P. D. Eastman or *Sheep in a Jeep* by Nancy Shaw would be good choices. *Matthew and the Midnight Tow Truck* by Allen Morgan is an amusing story about a boy's friendship with a unique tow-truck driver. See the Additional Resources list at the beginning of this module for other suggestions.

**How do you keep safe when you're travelling with wheels?**

**Roll on to Day 12 for a look at safe riding.**

# Safety with Wheels



The Safety with Wheels theme is explored in today's Reading selection, "Who Rides a Bike?" You and the student will make a list of safe things to do when riding a bicycle. Safety is stressed again in Project Time when your student makes a Bicycle Safety book. During Reading, attention will also be focused on how different bikes are designed for different purposes.

The letter **Qq** and its best friend **Uu** are shown together in today's alphabet poem and in a poem by M. Beaton. A list is provided to give suggestions for the Action Alphabet book. You might find it useful to select new ideas for your student to try.

### What You Need Today

#### General Supplies

- box containing required materials

#### Calendar Time

- Calendar Package
- other materials as needed

#### Language Arts

- *Level A: Modern Curriculum Press Phonics*, pages 267 and 268
- Thematic Assignment Booklet 6B
  - Day 12: Writing Sentences
- “Who Rides a Bike?” from *Collections: Ways to Go*
- “Cool Cats” from *Jump In*
- Movement Words chart from M6D1

#### Silent Reading

- books, magazines, or other favourite reading material
- *Franklin Rides a Bike* by Paulette Bourgeois
- *Bicycle Race* by Donald Crews (optional)

#### Math Time

- See Mathematics Module 6, Day 12.

#### Project Time

- Thematic Assignment Booklet 6B
  - Day 12: Bicycle Safety

#### Story Time

- mutually chosen reading material
- *D. W. Rides Again!* by Marc Brown



## Calendar Time

**Time recommended: 10 minutes**

After completing the basic calendar activities, you could practise using **ordinal numbers** to identify dates on the calendar. You could use questions such as these:

Do you remember what we did on the **second** day of this month?

What day of the week was (current month) **sixth**?

What did we do **first**—learn about animal movement or learn about playing safely?

Was it sunny or cloudy on the **fourth** day of this month?



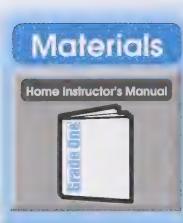
## Focus for Today

Today's focus is on developing attitudes and knowledge that will help your student become more **safety conscious**.

## Language Arts

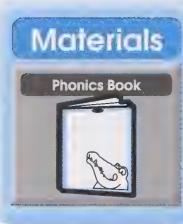
**Time recommended: 35 minutes**

### Spelling



Take a few minutes today to review the six spelling words presented on Day 3. Put up a chart with the words in your work area. How much practice your student needs will depend on how easily the spelling words are learned. Remember that spelling practice should be relaxed and as enjoyable as possible.

For ideas on ways to study spelling words, refer to the spelling section of the Home Instructor's Manual.

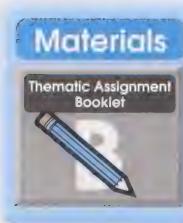


### Phonics

Unit 4 of *Level A: Modern Curriculum Press Phonics* concludes today with the Unit Checkup on pages 267 and 268. Read the instructions and then ask your student to complete these pages independently. Mark both pages and guide the student to make the necessary corrections. Re-mark the pages in a different colour of pen.



Label the page with the student's full name and M6D12 before placing it in the Student Folder.



### Printing

For today's Printing activity, turn to Thematic Assignment Booklet 6B, and follow the directions to complete Day 12: Printing Sentences.

## Music and Movement

**Time recommended: 10–15 minutes**

### Activities

#### Teaching Tip



If the weather is favourable, you might enjoy going for a walk or playing outdoors for today's morning break. Whether, inside or outside, do something **aerobic**. Forms of exercise such as walking, running, swimming, dancing, and biking are considered to be aerobic because they increase the body's consumption of oxygen.

It is never too early to explain to your student the necessity and benefit of physical fitness to our mental and physical health. As individuals work out physically, they improve the respiratory, or breathing, function and the circulatory, or blood-pumping, function.

Physical activity also relieves stress and improves mental alertness. Research has shown that children and adults perform better mentally when they are engaged in daily physical activity.

If your student is able to, begin today's movement activity by having him or her lie on the floor and dramatize riding a bicycle by pedalling in the air. Encourage exploring different speeds and directions with the following script:

Let me see you pedal your bicycle very s-l-o-w-l-y.

Can you try pedalling it backwards?

Can you go in a zig-zag pattern?

Can you turn left? Now right? Good for you!

Now let's see you pedal as fast as you can.

A stop sign is just ahead. Show me what you do. (Stop!)

## Action Alphabet Poem

What does the letter **Qq** together with its best friend **Uu** stand for?  
Find out in today's alphabet poem.

---

---

**Qq is for quack.**  
**That's what the ducks say.**  
**They quack as they swim.**  
**They quack as they play.**

---

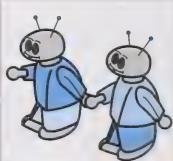
---

qu

quack



Join hands, and pretend you are two little ducks who say the "kw" sound and never go swimming alone.



Can your student crouch down and walk like a duck? Encourage the student to move and quack as you read the poem a second time.

## Language Arts

**Time recommended: 60 minutes**

### Reading



Today's reading selection is "Who Rides a Bike?" from the *Collections* reader *Ways to Go*. Turn to the Contents, and have the student look for where the story is located. Then ask your learner to turn to the story.

Encourage your student to look at pictures and predict what the story will be about.

Next, have the student point to any known words in the story. High-frequency words that have already been studied are **who**, **a**, **on**, **and**, **many**, **of**, **like**, **to**, **use**, **they**, **have**, **or**, **up**, **down**, **with**, **two**, **but**, **one**, **can**, **go**, **do**, **you**, **I**, **just**, and **it**.

Focus the student's attention on the "super e" at the end of the words **ride** and **bike**. Remind your student that the "super e" taps the letter **i** on the head and makes it say its own name.

ride

bike

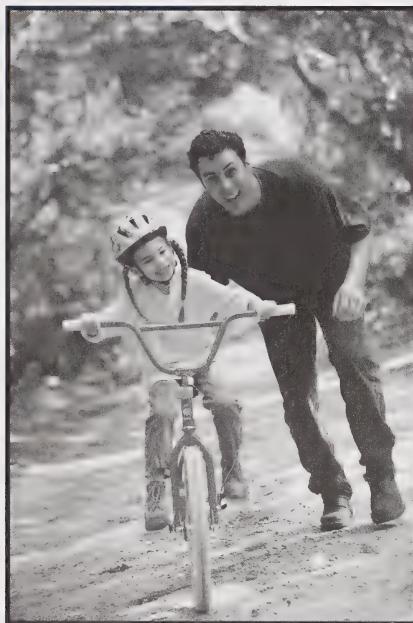
Return to the first page of the story and read the title, the name of the author, and the name of the illustrator. Review what these terms mean.

Read the text with the student, tracking the words with your index finger. Then compare the student's prediction to the actual story.

Challenge the student to reread the story as independently as possible.

Once finished, ask the following questions:

Who rides a bike? (people)



Where do they ride?

(bicycle paths, along country roads, on city streets)

Are there different kinds of bikes? (yes)

Why are there different kinds of bikes?

(People who like to ride fast use racing bikes. People who like to ride on rough roads or up and down hills use mountain bikes. People who like to ride together use tandem bikes. People who ride on the highway use motorbikes. Children who are learning to ride use bikes with training wheels.)

Why are racing bikes good for racing?

(They are very light and they have narrow tires.)



Why are mountain bikes good for travelling on rough roads and going up and down hills?

(Mountain bikes have wide tires with deep treads.)

Why are motorbikes good for travelling on the highway? (They have a motor.)

Why are bikes with training wheels good for learning how to ride a bike?

(The training wheels keep the bike steady.)

What is the same about all the people riding the bikes? (Accept any reasonable answer; however, focus on the fact that they are all wearing helmets.)



Label a piece of chart paper with the title **Bicycle Safety**. Use the following script:

What would you teach people about bicycle safety?

Let's write your ideas on a bicycle safety chart.

## Day 12 • Safety with Wheels

Help your student think of bicycle safety rules like the following:

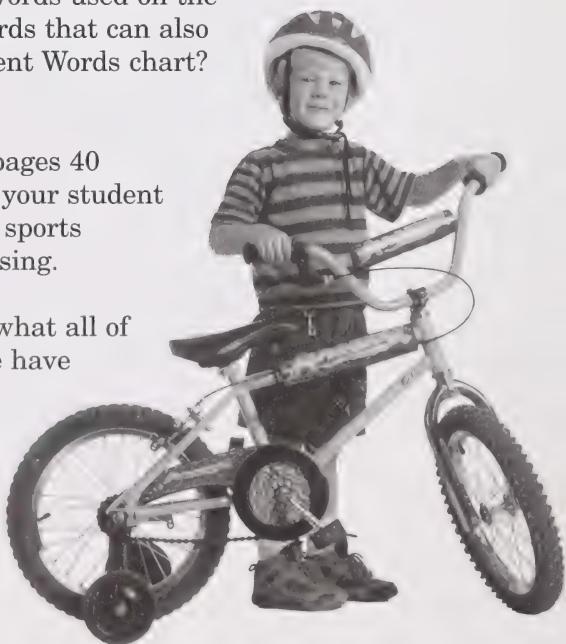
- Wear a helmet.
- Ride in a safe place.
- Look both ways before crossing a street.
- Walk your bike across busy intersections.
- Ride at a safe speed.
- Obey traffic signs and local bicycle laws.
- Use hand signals for turning.
- Have an adult check your bicycle to make sure it is safe.
- Watch out for hazards, such as loose gravel, potholes, and open car doors.
- Ride in daylight only.

The student will probably have more ideas for safe riding, and these can be added to the Bicycle Safety chart.

Review the movement words used on the chart. Are there any words that can also be added to the Movement Words chart? Add them now.

Turn to “Cool Cats” on pages 40 and 41 of *Jump In*. Ask your student to identify what kind of sports equipment each cat is using.

Then ask your student what all of the animals on the page have in common. (All are wearing helmets, all are cats, and all are riding on wheels.) Does your student have a helmet? When is it important to wear a helmet?



**Activities****Teaching Tip**

Each spring, before your student uses a bicycle, it should be inspected by an adult. You could use the following checklist to help with your inspection.

- Is the chain tight and oiled?
- Is the tire pressure correct?
- Do the tires show excessive wear or cuts?
- Are the pedals secure?
- Are the brakes working properly?
- Are the tires free of wobbles?
- Are reflectors still attached securely?
- Does the seat height need to be adjusted?

### Writer's Workshop

Begin by rereading the letter **Qq** Action Alphabet poem and doing the accompanying actions a few times.

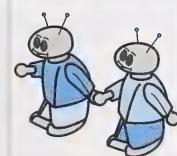
**Qq is for quack.**  
**That's what the ducks say.**  
**They quack as they swim.**  
**They quack as they play.**

qu

quack



Join hands, and pretend you are two little ducks who say the “kw” sound and never go swimming alone.



There is lots of room for imagination in producing the Action Alphabet book. Encourage your student to try personal ideas as much as possible.

## Activities



Throughout this module, suggestions have been given for ways of making letters, sentences, and pictures. How many has your learner tried?

Look over this list together and choose something different.

### Making Letters

- Give letters texture by gluing on bits of yarn, cloth, toothpicks, spaghetti, glitter, or sand.
- Make letters with a word-processing program on the computer and experiment with different sizes, fonts, and styles.
- Use the paint program on the computer to make a letter with different patterns, shadings, and designs.
- Cut letters out of magazines or newspapers.
- Draw decorative letters.

### Printing Sentences

- Make words containing the letter of the day noticeable by using tall, skinny letters or short, fat letters.
- Try to make a sentence using only words that start with the letter of the day.
- Make a sentence that would be a good tongue twister.
- Write sentences about yourself whenever possible.
- Print the sentence using the computer, and use bold, italics, or underline for words beginning with the letter of the day.
- Use the names of friends and family members when their names match the letter of the day.

- Look up the letter of the day in the *Collections Writing Dictionary* for ideas about which words to use.
- Use the ringed word cards from previous modules for ideas about which words begin with the letter of the day.

## Adding Illustrations

- Cut pictures from magazines and paste on the letter.
- Use old photographs that show action.
- Draw, paint, and colour illustrations with crayons, pencil crayons, paints, pastels, or felt markers.
- Use a computer paint program to make part or all of the picture.

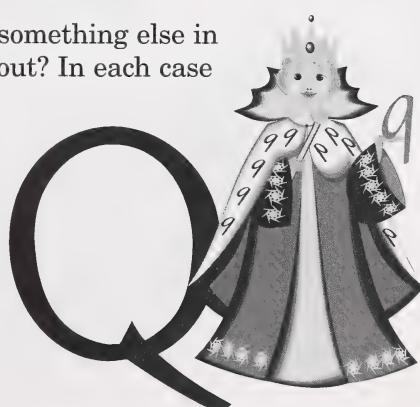
Today's letter for the Action Alphabet book is the letter **Qq**.

Ask the student to follow along as you read this tongue twister aloud. Track with your finger as you read.

*The quiet queen quilts quite quickly.*

Read the tongue twister several times. Then have your student try saying it independently two or three times. Ask if there are any words that begin with the letter **q** that do not start with the “qu” sound.

The words that begin with **q** have something else in common. Can your student pick it out? In each case the second letter is **u**. Read the following poem to your student.



Q and U are best of friends,  
They like to walk together,  
Q's always leading u around  
No matter what the weather.  
Sometimes “u” goes out to play  
With other letters too,  
But “q” just won’t go anywhere  
Without his good friend “u.”

M. Beaton

For today's Action Alphabet book page, your student can copy the tongue twister or make up a sentence. In either case, have the student underline or highlight the **qu** in each of the words.

**Before you go for  
lunch, can you  
think of three sports  
or activities that require helmets?**



### Silent Reading

**Time recommended: 5–10 minutes**

#### Materials

Reading Resources



Does your student enjoy Franklin books? Paulette Bourgeois's book *Franklin Rides a Bike* may be a good choice for today's reading. *Bicycle Race* by Donald Crews is another book that fits well with today's theme.

## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 6, Day 12.

## Project Time

**Time recommended: 50 minutes**

Bicycle safety is the topic of today's Project Time. Your student will create a **shape book** about bicycle safety.



### Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 6B, and follow the directions to complete Day 12: Bicycle Safety. Remove the page from the Assignment Booklet. This page will become your cover as well as the pattern for the shape book.

### Materials

Student Folder



After the Bicycle Safety book has been shared during Sharing Time, label the back of the book with M6D12 and place it in the Student Folder.

## Enrichment (optional)



For more information about bicycle safety, you could check the following websites with your student:

- Bike Helmet Safety Quiz

<http://www.cfc-efc.ca/docs/cich/00001289.htm>

You and your student can take this short quiz to test your knowledge of bike helmets.

- Bike Helmets and Your Child's Safety

<http://www.cfc-efc.ca/docs/cich/00000015.htm>

Check this site for information on choosing a bike helmet for your student.

## Sharing Time

### Time recommended: flexible

The Bicycle Safety book can be read to other family members. Have a discussion about why each bicycle safety rule is important. Everyone can contribute ideas.

## Let's Look Back

### Time recommended: 10 minutes

As you look back over the day's activities, use the following home instructor's script to review safety rules.

What do you think is the most important bicycle safety rule?

Why?

What do you have to remember about being safe when you are walking where there is traffic?

What should you always remember to do as soon as you get in a car? (Fasten your seat belt.)

What are two safety rules that you always follow?

## Story Time

**Time recommended: flexible**



Is your student familiar with Marc Brown's "Arthur" series? The story *D. W. Rides Again!* illustrates the importance of bicycle safety in a humorous way.

### Materials

Reading Resources



**On Day 13 you will learn about  
Wheels at Work.**

**Wheels at work,  
Wheels at play,  
Wherever you go,  
Play safe all day!**



# Wheels at Work



Wheels are used in many machines to make work easier and faster. Your student will read about four different vehicles that use wheels in today's story, "Early in the Morning." The student will also learn about a special kind of machine called a pulley that makes it easier to lift heavy loads.

**Looking** and **good** are the sight words for today. Word endings are studied in Phonics.

If you are planning to invite guests to your student's performance of the Action Alphabet poems at the end of the module, you could start making the arrangements. If the child is sending out invitations, it should be done soon.

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 269–272
- Thematic Assignment Booklet 6B
  - Day 13: Word Endings
- “Early in the Morning” from *Collections: Ways to Go*

### Music and Movement

- personal selections of music (optional)

### Silent Reading Time

- books, magazines, or other favourite reading material
- *Giant Dump Trucks, Excavators, and Motor Graders* by Jean Eick (optional)

- *What's Inside* series from Dorling Kindersley Series (optional)

### Math Time

- See Mathematics Module 6, Day 13.

### Project Time

- 20 cm of heavy wire, such as the type heavy clothes hangers are made from
- empty thread spool
- electrical tape or duct tape
- strong screw-hook
- plastic pail, ice-cream pail, or shopping bag
- rope or heavy string

### Let's Look Back

- Thematic Assignment Booklet 6B
  - Day 13: Learning Log

### Story Time

- mutually chosen reading material
- *The Mouse and the Motorcycle* and *Runaway Ralph* by Beverly Cleary (optional)

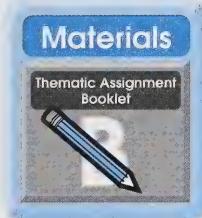
## Calendar Time



**Time recommended: 10 minutes**

Proceed with your Calendar Time routine. Refer to your Enrichment Calendar Activities and the Calendar Time Teaching Notes, found in the Calendar Package, for additional activities.

## Focus for Today



Your comments in today's Learning Log will focus on your student's participation in and understanding of **science activities**. Is the student enthusiastic about making a simple machine, such as a pulley? Can your student think of uses for a pulley in the home?

## Language Arts

**Time recommended: 35 minutes**

### Word Study

Print today's high-frequency words, **good** and **look**, on coloured index cards.

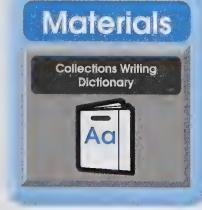
good

look

Does your student immediately recognize them? If so, place them in the personal word bank and choose one or two theme-related words or special-interest words to learn. Print these new words on white index cards and add them to the New Word Box after review.

Remind your student to add any new words to the *Collections Writing Dictionary*.

If the student did not immediately recognize either or both words, examine them together. What letters are in the middle of both words? What sound does the **oo** make in these words?



This sound is called the “looking oo” sound. Review it with the key word and action.



Print **good** and **look** on a piece of paper or on the chalkboard. Can your student think of words that rhyme with each of these words? Print them below each word. You could highlight the “looking oo” in each word by making them a different colour.

good  
wood  
hood  
stood

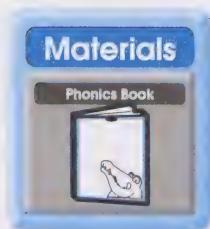
Another way to help the student remember the “looking oo” sound is to draw the o’s to look like eyes.

good look

Add these words to the New Word Box for later practice.

## Phonics

Today your student begins work on the last unit of *Level A: Modern Curriculum Press Phonics*. The word endings **-ed** and **-ing** and the digraphs **th**, **wh**, **sh**, and **ch** will be focused on during the next few days.



Examine page 269 together. Ask your student to describe the picture and explain what the people are doing.

Then help the student read the poem in the middle of the page and discuss the “Think” questions at the bottom of the page.

Before beginning page 271, discuss the fact that the two endings **-ing** and **-ed** are used in many words. These endings are added to a base word. Print the following words on a chalkboard or on a piece of paper.

look      fix      rain      fish

Ask your student to read the words. Now the student can watch as you add **-ing** to each one. To help the student see the base word and the added word part, you could circle the root word.

(look)ing      (fix)ing

Have your student read the new words. Then, repeat the process with the **-ed** ending.

Turn to page 271 and read the poem at the top of the page. Ask your student to find words with an **-ing** ending. Can your student identify the base word? If necessary, circle the base word to help the student see it. Now the student can find words with an **-ed** ending and identify the base word.

Explain the instructions for page 271 and assign the page. When the endings have been added to the words, ask that each word be read aloud. When finished, go on to page 272. Your student may need some help reading the words on this page.

When the work has been marked, guide the student to make the necessary corrections. Re-mark in a different colour of pen.

Label the top of page 271 with the student's full name and M6D13 before placing the sheet in the Student Folder.

### Materials

Student Folder



### Activities

Teaching Tip



It can be confusing to spell words with an **-ed** ending. The **-ed** ending can sound like **Ed** in words such as *fitted*, *melted*, and *waited*. It can sound like a **t** in words such as *jumped*, *fixed*, and *asked*. Other times it sounds like a **d**, as in *mailed*, *peeled*, and *rained*.

The **-ed** ending is used for describing actions that have already happened.

## Printing

Another ending that is commonly added to words is **-s**. Ask your student to tell you the **s** form of action words such as the following:

rain	rains
walk	walks
jump	jumps
wait	waits
eat	eats

### Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 6B, and follow the directions to complete Day 13: Word Endings.



## Music and Movement

**Time recommended: 10–15 minutes**

Discuss how a train moves, and then ask your student to move around the room like a train. To help focus on the sounds and movements of trains, use the following script:

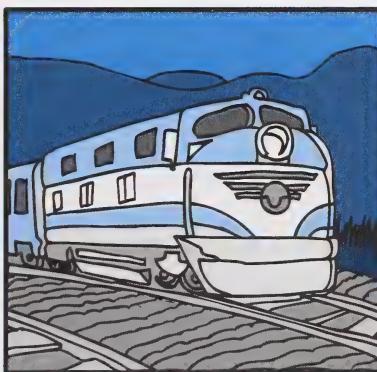
What sound does the train make as it rolls along the track on its steel wheels?

What sound does the train make when it blows the whistle to warn people it is coming?

What sound does the engine make as it travels along?

How does a train move?

Does a train move differently at different times? (slow, fast)



Encourage your student to make the sounds and move around the room.

What happens when the train gets close to the station?

Can a train stop quickly?

What happens as a train starts moving again?

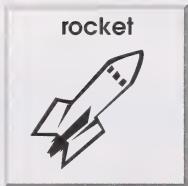
Can a train speed up quickly?

If you have selections of music that would be suitable, encourage the student to follow the tempo while acting out the sounds and movements of a train, bus, boat, airplane, or other chosen vehicle.

When finished, move on to today's alphabet poem.

## Action Alphabet Poem

**Rr is for ring.  
I go round and round.  
Whenever I stop,  
I drop to the ground.**



Start with your right **R** hand on the back of a fist made with your left hand. Move your right hand forward and up like a rocket taking off.



Enjoy moving creatively!

## Enrichment (optional)

If you know the song "She'll Be Coming 'Round the Mountain," enjoy singing and doing the actions to it.



## Language Arts

**Time recommended: 60 minutes**

### Reading

#### Materials

##### Reading Resources

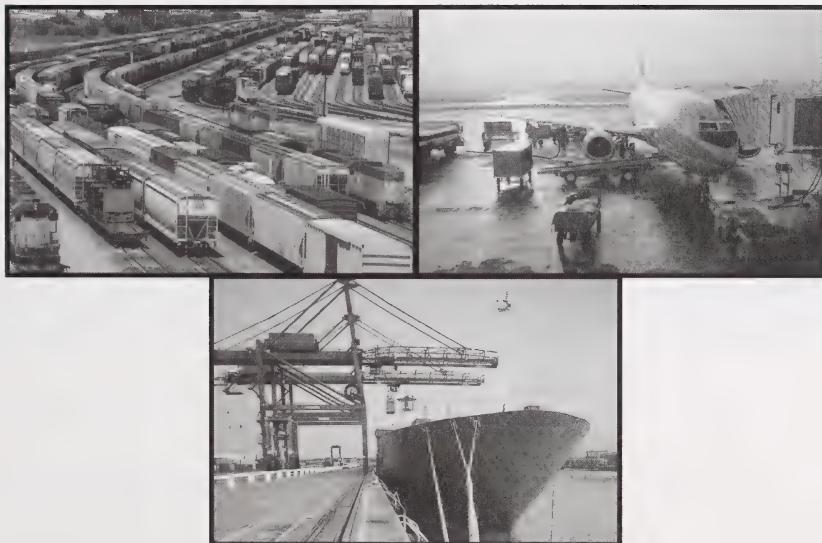


Today's reading selection is "Early in the Morning" from the *Collections* reader *Ways to Go*. Turn to the Contents and have the student locate the story.

Encourage looking at the pictures and predicting what the story will be about.

Next, have the student point to any known words in the story. High-frequency words that have already been studied are **in**, **the**, **down**, **see**, **all**, **a**, **up**, **and**, **they**, and **go**.

Before reading the story, talk about the location where each vehicle is shown. For example, the trains are shown at the **station**, the boats at the **seaside** (docks), and the airplanes at the **airport**.



Return to the first page of the story and read the title, the name of the author, and the name of the illustrator.

If your student is eager to read this story independently, encourage him or her to do so. Provide help when needed. Otherwise, read the text with the student, tracking the words with your index finger and stopping to talk about unfamiliar words and the pictures.

### Activities

#### Teaching Tip



**Tracking** emphasizes to the student that print is read from left to right. The uniform movement of the hand, rather than a pointing motion, encourages a natural flow and rhythm to oral reading. The student also has the opportunity to match the spoken word with the printed word. In this way, learning is reinforced by the combination of seeing and hearing the words. Be sure your student's attention is focused on the words as you read.

Discuss how the student's prediction compares to the actual story. Then, focus attention on the repeated sentences in this story.

### Activities

#### Teaching Tip



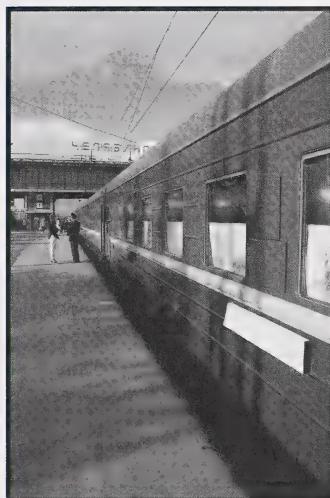
Looking for a specific detail could be difficult for your student at first. It is a crucial skill for reading in subject areas and becomes more important as your student proceeds through the grades. One technique that could help your student internalize this skill is for the student to physically signal key words.

Have the student read the story again and then ask the following questions:

Have you ever been a passenger on a train?

What was it like? (If the student has not been a passenger on a train, encourage him or her to imagine what it would be like.)

What do trains travel on? (on railroad tracks, on land)



Are there different kinds of trains?

Name some of them.

(passenger trains, freight trains, rapid transit)

Have you ever been a passenger on a bus?



**What was it like?** (If the student has not been a passenger on a bus, encourage him or her to imagine what it would be like.)

**Where do buses travel?** (on roads)

**Name some different kinds of buses.**

(Some examples are school buses, long-distance passenger buses, and transit buses.)

**Have you ever been a passenger on a boat?**



**What was it like?** (If the student has not been a passenger on a boat, encourage him or her to imagine what it would be like.)

**Where do boats travel?** (on the water)

**Name some different kinds of boats.**

(Some examples are fishing boats, yachts, oil tankers, cruise ships, submarines, motorboats, sailboats, and houseboats.)

**Have you ever been a passenger on an airplane?**

**What was it like?** (If the student has not been a passenger on an airplane, encourage him or her to imagine what it would be like.)

Where do airplanes travel? (in the air)

Name some different kinds of airplanes.

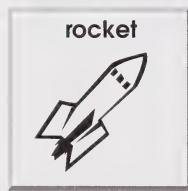
(Some examples are passenger planes, cargo planes, crop dusters, and fighter planes.)

Turn again to the beginning of the story and ask your student to find the story words with **-s**, **-ed**, or **-ing** endings. Challenge the student to identify the base word in each. Help as necessary.

### Writer's Workshop

Reread the letter **Rr** Action Alphabet poem and do the actions a few times.

**Rr is for ring.**  
**I go round and round.**  
**Whenever I stop,**  
**I drop to the ground.**



Start with your right **R** hand on the back of a fist made with your left hand. Move your right hand forward and up like a rocket taking off.



How would your student like to represent the upper- and lower-case letter **Rr** in the Action Alphabet book? Which words will be chosen for the sentence(s)? What kind of picture should accompany the sentence(s)? Encourage your student to make these decisions independently. Help as necessary.

## Enrichment (optional)

Think about big machines at work. Some examples of these are a forklift, bulldozer, backhoe, crane, baler, or truck with a semitrailer. Ask the questions that follow the pictures.



What kinds of big machines make it easier for people to move things?

Pretend you are a big truck. Think about all the moving parts and try to use your whole body to move like a truck.

The driver is stepping on the gas. Can you make the truck go faster?

Put your truck in reverse. Show me what happens.

What sound would a big truck make?

Can you think of another big machine that you have seen doing work?

What kind of work does it do?

How does it move? Can you show me?

What sound does it make?

What is your favourite big machine?

Would you like to write about it today?

Encourage your student to express personal ideas in this writing. Allow time for illustrating the work if desired. Ask the student to read the writing aloud when finished.

**Before you go for lunch, can you think of three big machines that have wheels?**

## Silent Reading

**Time recommended: 5–10 minutes**



If your student shows an interest in learning about machines that help people work, check the children's non-fiction section of your local library for books about construction vehicles. Jean Eick has a series of books including such titles as *Giant Dump Trucks*, *Excavators*, and *Motor Graders*. The Dorling Kindersley *What's Inside?* series is another group of books that tell about big machines.

### Materials

Reading Resources



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 6, Day 13.

## Project Time

**Time recommended: 50 minutes**

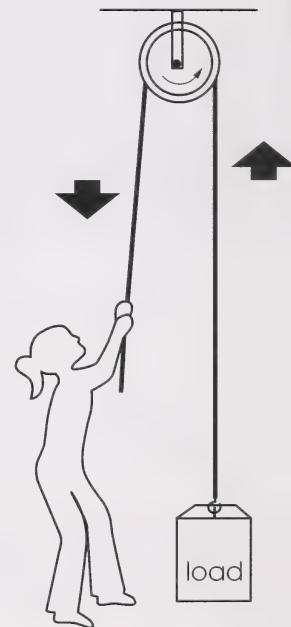
Today's project is to make and use a simple pulley.

Focus the student's attention on the pulley shown on this page. A pulley is a special wheel that is used for lifting things.

Lifting can be hard on the back muscles. To make it easier, a **pulley** is sometimes used. The pulley changes the direction of the force you have to apply to lift something. Instead of pulling up, you pull down and the load rises. It is easier to pull down because you can use the mass of your body to do some or all of the work.

The pulley wheel has a groove in it that holds a rope or cable. When one end of the rope is pulled, the wheel turns and the load moves.

Look around your home for examples of pulleys. Do you have a clothesline, a flagpole, window blinds, or extension ladders? Does anyone in the home use pulleys at work?



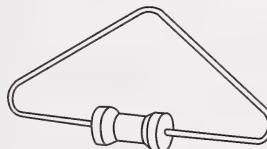
Have the student help gather the materials listed in What You Need Today. Then, follow the steps for "How to Build a Pulley."

### How to Build a Pulley

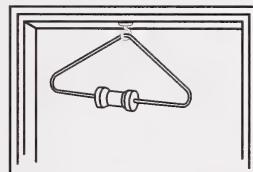
**Step 1:** Bend the wire into a triangle.



**Step 2:** Push the ends of the wire into the spool. You may need to slide the spool to the side and tape the ends of the wire with electrical tape or duct tape so the ends will be strong enough to support the weight of the filled pail. Be sure the spool can still spin.



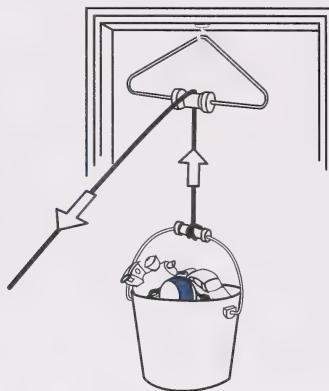
**Step 3:** Secure a strong screw-hook in the headframe of a doorway. Hang the pulley from the hook.



**Step 4:** Tie one end of the rope to the handle of the pail or shopping bag. Put some things in the container.



**Step 5:** Put the other end of the string over the spool. Pull on the loose end.



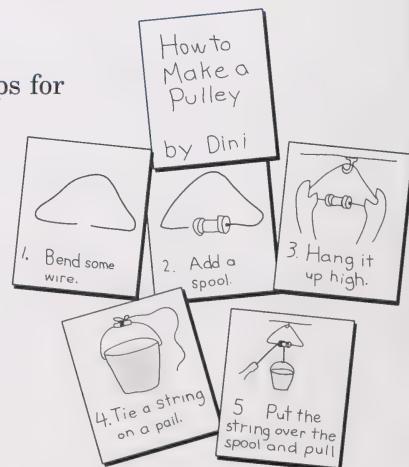
**Note:** This activity can also be done using a straight wire with heavy cord tied to the ends to suspend it from the door frame.

Have the student experiment with the pulley by lifting increasingly heavy loads. Then ask your student to try lifting the loads without the pulley. Ask the following questions:

Is it easier to lift the load with the pulley or without it?

How do you think pulleys help with lifting?

Ask your student to explain the steps for making a pulley. Then, make a booklet. Use one sheet of unlined paper for each step. The student can write the steps and then illustrate them. Choose paper for the cover. On the cover the student can write the title **How to Make a Pulley** and his or her name. Put the pages in order and staple them together.



**Materials**

Student Folder



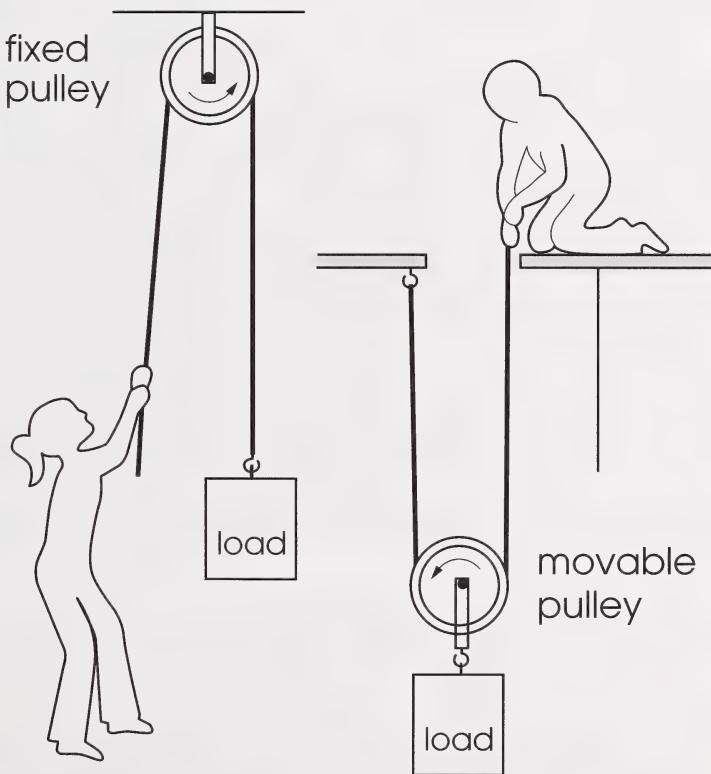
When finished, label the back of the booklet with the student's full name and M6D13 before placing it in the Student Folder.

**Enrichment (optional)**

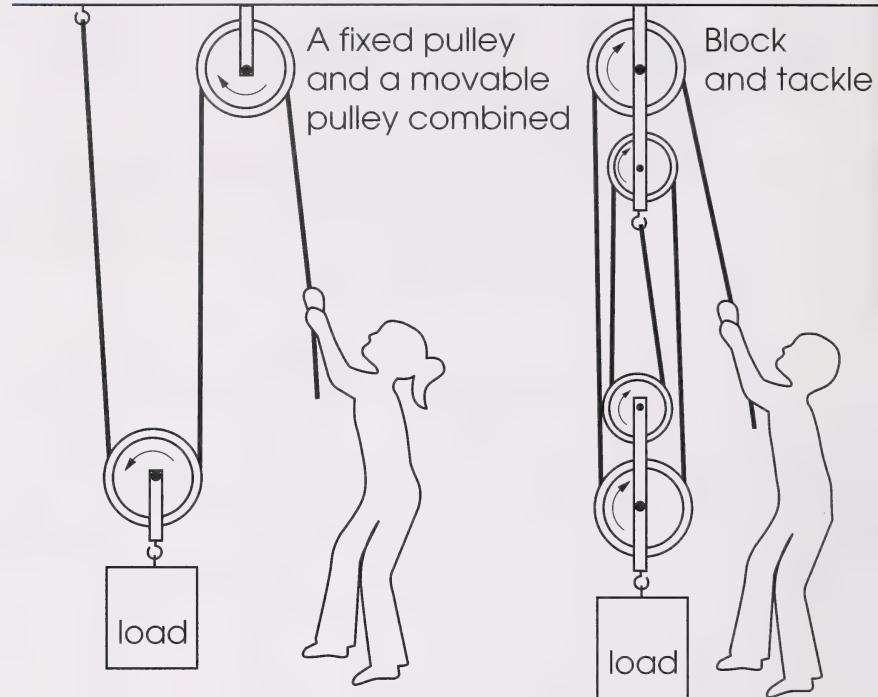
If you think your student is ready, discuss the mechanical advantage of the following pulley systems.

**Did You Know?**

There are two kinds of pulleys—**fixed** pulleys and **movable** pulleys. In a fixed pulley, the wheel turns but the arm holding the wheel is fixed in one place. A movable pulley moves up or down while the wheel turns.



Sometimes the two kinds of pulleys are combined. One fixed pulley and one movable pulley can be used together to lift a load. The load is easier to lift this way than with a single fixed pulley. A block and tackle uses four or more pulleys.



Single pulleys are used in machines where the direction of movement must be changed. For example, in an elevator the upward movement of the elevator must be linked to the downward movement of a counterweight.

### Sharing Time

**Time recommended: flexible**

Invite family members or friends to watch the pulley at work. Give them a chance to try it and share what they know about pulleys. What suggestions do they have for how pulleys could be used?

## Let's Look Back

**Time recommended: 10 minutes**

Ask the following questions:

What did you enjoy about making the pulley?

What other uses can you think of for pulleys in your home?

How are pulleys used in other places?

What machines would you like to operate or drive someday?

What would you like to tell your teacher about today's activities?

### Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 6B, and follow the directions to complete Day 13: Learning Log.

## Story Time

**Time recommended: flexible**

You may want to occasionally read “junior novels” for a change of pace at Story Time.

### Materials

Reading Resources



Reading a chapter or two a day works well. Two books by Beverly Cleary, *The Mouse and the Motorcycle* and *Runaway Ralph*, would be suitable for this theme.

**Now you know how to use a pulley to help you move heavy loads.**

**How else do wheels help to move loads? Find out in Day 14.**

# The Wheels Go Round



Has your student had a ride on a bus? If not, and if it could easily be arranged, consider planning an outing that includes a bus trip. If it's not possible to take a short bus ride, you could set up chairs and take the child on an imaginary trip.

Whether your student has experienced a bus trip or not, reading, and possibly singing the traditional song “The Wheels on the Bus” will be an enjoyable experience.

Wheels once again form the basis of the transportation discussion in today's Project Time choices: a traffic survey or a signs-and-signals survey.

Word endings continue to be the focus in Phonics. **S** hisses and **T** taps in Music and Movement. The sight words of the day are **came** and **come**.

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 273 and 274

### Silent Reading

- books, magazines, and other favourite reading material
- “Early in the Morning” or “Who Rides a Bike?” from *Collections: Ways To Go* (optional)

### Math Time

- See Mathematics Module 6, Day 14.

### Project Time

- “Read the Signs” from *Swing In*

### Let's Look Back

- Thematic Assignment Booklet 6B
  - Day 14: Learning Log

### Story Time

- mutually chosen reading material
- *The Wheels on the Bus, Jingle Bells, or Take Me Out to the Ball Game* by Maryann Kovalski

## Activities

Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

After the basic calendar procedure, refer to your Calendar Time Teaching Notes for suggested activities.

## Materials

Thematic Assignment Booklet



Today's focus is on your student's ability to **view and represent information in the field of social studies**. Does the student show an interest in exploring the community environment? Can your student organize observations by recording them on a graph? Is your student aware of basic traffic safety rules? Preview today's Learning Log prior to beginning the day's activities.



## Language Arts

Time recommended: 35 minutes

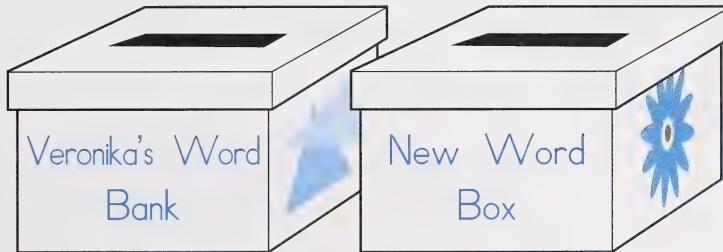
### Word Study

Two very similar words are the focus of today's word study.

came

come

Does your student recognize these words immediately when they are printed on coloured index cards? Can the student easily tell the difference between them? If so, place them in the personal word bank.



If your student needs more practice, point out that the word **came** ends with a **super e**, which makes the **a** say its own name. Draw an arrow from the **e** to the **a**.

came

#### Materials

Home Instructor's Manual



#### Materials

Collections Writing Dictionary



**Come** does not follow the **super e** rule and must be memorized. Ask the student to identify what is different between the spelling of the two words. Which parts are the same?

If your student needs more practice with these words, choose one or two activities from Word Study Teaching Notes found in the Appendix of the Home Instructor's Manual.

When your student has finished practising the words, add them to the New Word Box for later review. Also, have your student add any new words to the *Collections Writing Dictionary*.

## Phonics

Today's Phonics lesson gives practice in choosing the correct endings for words.



Open *Level A: Modern Curriculum Press Phonics* to page 273. Read the instructions and then encourage the student to complete the first few sentences aloud. If the questions are difficult to answer, do the page together.

Follow the same procedure for page 274. Review a few sentences together, and if there is still confusion, do the page together. If the pages were completed independently, mark them. Then, guide the student to make the necessary corrections.



Have the student's full name and M6D14 printed at the top of page 273 before placing it in the Student Folder.

## Printing

Ask your student to circle the correct word in the following sentence. Then print each sentence in the Printing Practice notebook.

1. I \_\_\_\_\_ home.  
(walked, walking)

2. She \_\_\_\_\_ on the bed.  
(jumps, jumping)

3. He was \_\_\_\_\_ with his toys.  
(played, playing)

4. It \_\_\_\_\_ last night.  
(rained, raining)

## Music and Movement

**Time recommended: 10–15 minutes**

Begin today's activities by having your student pretend to be riding a vehicle. Encourage exploring different directions by moving forward, backward, to the left, to the right, in circles, and so on.

The speed and direction can be changed as your student moves. Instruct your student to go fast or slow.

To make a game of the movement activities, play Red Light Green Light. Discuss how traffic signals help vehicles move safely through busy towns and cities. Review what the signals mean with the following verse.

---

---

**Red light means stop.  
Green light means go.  
Yellow means wait  
Even if you're late.**

---

---



As your student moves around the room, say, “red light,” “green light,” or “yellow light.”

Monitor that your student stops when you say, “red light,” moves quickly when you say “green light,” and slows down when the “yellow light” command is given.

If there are other siblings to join in the movement activities, play the traditional Red Light Green Light game. You will need a starting line and a finish line. You could use the end of a carpet, a certain point in the room, or mark the lines with movable items like cushions. It can also be played outside with lines marked in the dirt or snow.

To play the traditional game, one person is “it” and stands a distance away from everyone else. “It” turns away from the other participants and shouts out, “green light.” The other participants move toward the finish line. At any time “it” can say “red light,” then twirl around to look at the other participants. If “it” sees anyone moving, that person goes back to the starting line. This activity is repeated as many times as necessary. The first person to reach the finish line without being caught moving is the winner and becomes the new “it.”

## Action Alphabet Poem

**Ss** and **Tt** are the featured letters in today's alphabet poems. Have fun moving to the words!

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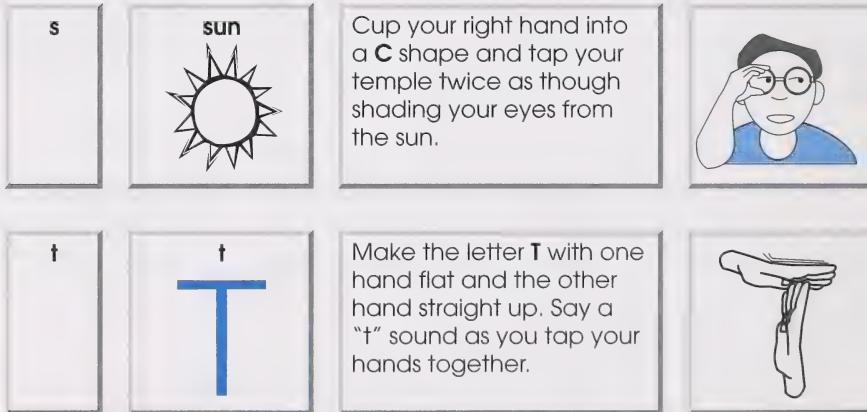
---

**Ss is for sun.**  
**I have fun**  
**Running in the sun.**  
**Fun, Run, Fun, Run, Fun.**

---

---

**Tt is for tap,**  
**A knock at the door.**  
**T is for tap dance**  
**With feet on the floor.**



## Language Arts

**Time recommended: 60 minutes**

### Reading

People have many different ways of getting around in the city. Today's song, "The Wheels on the Bus," shows some of the things that might happen when people ride on a bus.

Read the following traditional song to the student. As you track the lines of print, run your finger in smooth sweeps rather than pointing to each individual word. This will model that reading is a smooth and flowing process. Encourage your student to join in the repetitive phrases.

## **The Wheels on the Bus**

**The wheels on the bus go  
round and round,  
round and round,  
round and round.**

**The wheels on the bus go  
round and round  
all day long.**

**The horn on the bus goes  
beep, beep, beep,  
beep, beep, beep,  
beep, beep, beep.**

**The horn on the bus goes  
beep, beep, beep  
all day long.**

**The wipers on the bus go  
swish, swish, swish,  
swish, swish, swish,  
swish, swish, swish.**

**The wipers on the bus go  
swish, swish, swish  
all day long.**

**The people on the bus go  
chatter, chatter, chatter,  
chatter, chatter, chatter,  
chatter, chatter, chatter.  
The people on the bus go  
chatter, chatter, chatter  
all day long.**

**The baby on the bus goes  
waa, waa, waa,  
waa, waa, waa,  
waa, waa, waa.  
The baby on the bus goes  
waa, waa, waa  
all day long.**

**The bell on the bus goes  
ding, ding, ding,  
ding, ding, ding,  
ding, ding, ding.  
The bell on the bus goes  
ding, ding, ding  
all day long.**

**The wheels on the bus go  
round and round,  
round and round,  
round and round.  
The wheels on the bus go  
round and round  
all day long!  
all day long!**

Ask your student to help you with the reading the second time through. You could take turns, with each of you reading a verse or a line. Then encourage the student to read the song independently a few times.

Ask your student to find the high-frequency word **people** when it occurs in the song.

This song uses many words that imitate the sounds that might be heard on a bus. Your student will learn in later years that this imitation is called **onomatopoeia**. As you read about the bus, ask your student to listen for words that add the “sound effects.” Words like **swish**, **beep**, **ding**, **waa**, and **chatter** are the examples you will find.

Your student will likely enjoy doing the actions and sound effects for the bus ride while reading the song. If you know the tune, sing the song. The traditional actions for the song are as follows:

- wheels on the bus: Turn hands around each other in a circular motion.
- wipers on the bus: Bend arms at the elbow and move hands left to right and then back.
- horn on the bus: Pretend to press horn as tooting sound is made.
- people on the bus: Pretend to be talking to someone.
- babies on the bus: Open mouth wide and rub eyes as if crying.
- bell on the bus: Pretend to be ringing a bell.

For more fun, you can substitute the names of other vehicles in the song for the word **bus** and make up actions to suit the vehicle.



## Writer's Workshop

Reread the letter **Ss** and **Tt** Action Alphabet poems and do the accompanying actions a few times.

---

---

**Ss is for snake.**  
**It slithers and slides.**  
**It moves on its tummy**  
**And rolls on both sides.**

**Tt is for tap,**  
**A knock at the door.**  
**T is for tap dance**  
**With feet on the floor.**

---

A small white square containing the lowercase letter 's'.A simple line drawing of a sun with a central circle and radiating lines.

Cup your right hand into a **C** shape and tap your temple twice as though shading your eyes from the sun.

A small white square containing the lowercase letter 't'.A large blue outline of the uppercase letter 'T'.

Make the letter **T** with one hand flat and the other hand straight up. Say a "t" sound as you tap your hands together.



Does your student have an idea of how to represent today's letters in the Action Alphabet book? Is there something that your student has not yet tried? Can he or she think of something else to do with letters, words, and pictures?

How many words beginning with the letters **Ss** can your student include in today's sentence(s)? Can every word start with **Ss**? Follow a similar procedure for the letter **Tt**.

Have fun creating the **Ss** and **Tt** Action Alphabet pages.

## Enrichment (optional)

On Day 13 you and your student discussed machines that are used to transport loads and do work. Today you will discuss how people are transported.

On Day 13 you learned about big machines and how they work and move loads.

Today you will think about machines that move people from place to place.

What kinds of vehicles help people move from one place to another?

Brainstorm vehicles with your student.

Did you think of some vehicles that can move many people at one time? (buses, passenger trains, trolleys, light-rail transit, airplanes, ferry boats, cruise ships)

What are some vehicles that can only move a few people at a time? (cars, trucks, vans, small boats, helicopters, taxis, limousines)



Take this opportunity to discuss passenger safety.

When you are a passenger in a vehicle, there are safety rules you should follow.

Can you think of some safety tips that would help everyone stay safe in a vehicle?

Some ideas the student may mention are:

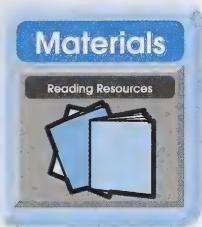
- staying seated
- using seat belts
- keeping body parts inside the windows
- talking quietly to prevent disturbing the driver
- being aware of emergency exits on public transit vehicles
- using infant seats for babies and younger children



**Did all the riding around this morning make you hungry?  
That's good because it is time for lunch!**

## Silent Reading

**Time recommended: 5–10 minutes**



Your student could reread "Early in the Morning" or "Who Rides a Bike?" from the *Collections* reader *Ways to Go*. Check the Transportation list in Additional Resources for other suggested books.



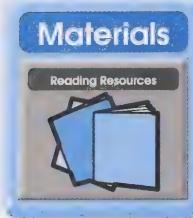
## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 6, Day 14.

## Project Time

Time recommended: 50 minutes



Both of today's Project Time choices take place outdoors. Before going out, turn to "Read the Signs" on pages 40 and 41 of *Swing In*. Discuss each of the signs with your student. What does each sign mean? In the coming days, point out traffic signs when you are outside.

### Project Choice 1: Traffic Survey

Choose a safe location in front of your home or at a nearby corner where you and your student can observe the different vehicles that pass by during a specified period of time (10 to 15 minutes). If you cannot go outdoors, or there is no traffic in your location, do this activity the next time you are in a suitable place, for example, when you go shopping.

Make a **Traffic Survey** sheet so you can record what you see. Write **Traffic Survey** at the top of a piece of paper. Divide the paper into about five columns. In the first column, print the name of a vehicle that the student expects to see. You could leave a blank row for the unexpected, and fill it in during the survey.

Traffic Survey					
 car	✓	✓	✓	✓	✓
 truck	✓	✓			
 bus	✓				
 taxi					
 bicycle	✓	✓	✓	✓	

Now stand in your chosen location for the specified time. Invite your student to make a check mark in the appropriate column for every vehicle that is noticed. When the survey is over, record the number of check marks in each column.

Discuss the results with your student.

What vehicle did you see most of?

What vehicle did you see the least of?

Was there any kind of vehicle you didn't see?  
What was it?

Label the back of the survey with the student's full name and M6D14 before placing it in the Student Folder.

## Materials

Student Folder



## Project Choice 2: Neighbourhood Signs and Signals

In this project, your student has the opportunity to observe traffic signs and signals near your home.



## Materials

Reading Resources



Begin by preparing a graph to record traffic signs and signals. Write **Traffic Signs and Signals** at the top of an unlined sheet of paper. Ask your student to suggest traffic signs and signals that you could see on your walk or drive. You could refer to pages 40 and 41 of *Swing In* for ideas. On your paper, draw a row for each sign or signal, leaving one or two spaces blank for unexpected signs.

Traffic Signs and Signals					
	✓	✓	✓		
	✓				
	✓	✓			
	✓				
	✓	✓			

As you walk or drive through your neighbourhood, have your student make a check mark for each sign or signal that is observed.

When you complete your walk or drive, discuss the results of your survey.

What sign or signal was the most common?

Which one did you see the least times?

Were there any signs you thought you would see but didn't?

Why are signs and signals important?

How can you use signs and signals to help you stay safe?

## Materials

Student Folder



Label the back of the graph with the student's full name and M6D14 before placing it in the Student Folder.

## Sharing Time

**Time recommended: flexible**

Today's Project Time activity is a good springboard for discussion about the amount of traffic in the neighbourhood and safety when crossing roads and riding in vehicles.

Your student could also enjoy sharing the song "The Wheels on the Bus" with family members. Have fun creating new verses with family and friends.

## Let's Look Back

**Time recommended: 10 minutes**

Review the survey results with your student. You could use the following questions:

What did you learn by doing the traffic (or sign) survey?

What else would you like to know about traffic (or signs) in your neighbourhood?

How will you use today's information to be more aware of safety?

### Materials

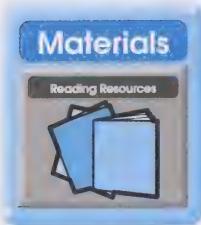
Thematic Assignment Booklet



Complete the Day 14: Learning Log in Thematic Assignment Booklet 6B.

## Story Time

Time recommended: flexible



Your student might enjoy reading about the adventures of Grandma, Jenny, and Joanna in Maryann Kovalski's version of *The Wheels on the Bus*. Visit the same adventurous characters in the picture book *Jingle Bells* or *Take Me Out to the Ball Game*. These three books are based on traditional songs.



Can you imagine what it would  
be like to ride on a bus  
full of children?  
Find out more on Day 15!

# A Bus Ride



In Phonics today you will begin to work with **consonant digraphs**. The word *digraph* comes from the roots “di,” which means **twice**, and “graph,” which means **write**. Consequently, the word **digraph** means to write twice to make one sound. Today’s **digraph** is **th**. Other Language Arts studies include the high-frequency words **long** and **very**. The letters **Uu** and **Vv** are featured in the Action Alphabet book.

During Reading your student will discover what happens when a group of children board a bus to visit a farm. Then, the student will recreate a chosen story scene through art in Project Time.

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Level A: Modern Curriculum Press Phonics*, pages 275 and 276
- Thematic Assignment Booklet 6B
  - Day 15: Printing **th** Words
- “The Bus Ride” from *Collections: Ways to Go*

### Music and Movement

- “Children’s Marching Song,” “March of the Siamese Children,” and “Mickey Mouse March” from “Kid Stuff” on cassette *Classics for Children*

### Silent Reading

- books, magazines, or other favourite reading material
- *The Bear’s Bicycle* by Emilie Warren McLeod or *Sheep in a Jeep* by Nancy Shaw (optional)

### Math Time

- See Mathematics Module 6, Day 15.

### Project Time

#### Project Choice 1: Painting Scene

- paint and various sizes of paint brushes

#### Project Choice 2: Modelling Clay Sculpture

- modelling clay

### Let’s Look Back

- Thematic Assignment Booklet 6B
  - Day 15: Learning Log

### Story Time

- mutually chosen reading material

**Activities****Calendar Time**

## Calendar Time

**Time recommended: 10 minutes**

After the basic calendar activities, refer to your Enrichment Calendar Activities or Calendar Time Teaching Notes for additional activities.

Has your student recorded the weather each day? If so, this could be a good time to look back on the general weather for this month and review the seasons. Has the weather been typical for your area in this season?

**Materials****Thematic Assignment Booklet**

In today's Learning Log you will be asked to comment on your student's ability to **recognize words and letter combinations**. Notice the student's ability to recognize the digraph **th**, the sight words **long** and **very**, and familiar words contained in the story "The Bus Ride."

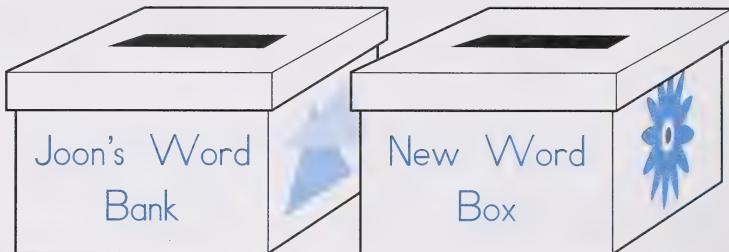


## Language Arts

Time recommended: 35 minutes

## Word Study

The high-frequency words **long** and **very** can be tested for recognition today. Print each word on a coloured index card for your student to read.



If your student needs more practice with these words, talk about them. Point out that there is one vowel in the word **long**. Underline the **ng** blend. What words does your student know that rhyme with the word **long**?

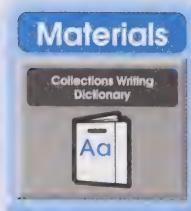
long      strong      bong      gong      song

There are two beats or syllables in the word **very**. Have your student clap the syllables while saying this word. What sound does the **y** make in **very**? Did your student remember the generalization about the sound of **y** in two-syllable words?

ver y

very

The words **long** and **very** can be added to the New Word Box. Then your student can choose a special-interest word or theme-related word to add to the box. Also remind your student to add any new words to the *Collections Writing Dictionary*. You could also use this time to review words in the New Word Box and determine if any are ready to be added to the personal word bank.



Later this morning your student will look for the sight word **very** in the reading selection "The Bus Ride."

## Phonics

Phonics today deals with the digraph **th**. You could introduce today's topic by asking your student to observe in a mirror the position of the mouth and tongue when saying the word **think**. How is the "th" sound made? Does the student stick his or her tongue between the teeth and push out air when making the "th" sound?

Next, ask the student to identify what sound is repeated in this tongue twister:

**Thirty thumbs thump on thirty thin thrones.**

Have the student repeat this phrase several times and identify which words start with **th**.

### Materials



### Activities



Turn to page 275 in *Level A: Modern Curriculum Press Phonics* and read the poem at the top of the page with your student. Ask your student to identify the words that begin with **th**.

Have the student observe in a mirror the position of the mouth and tongue when saying the words **thorn** and **torn**. Use the following script to discuss the "th" sound:

**What does your tongue do when you say the "th" sound in the word **thorn**?**

**What does your tongue do when you say the "t" sound in the word **torn**?**

**When you see **t** and **h** together in a word, they usually make the sound heard at the beginning of the words **thorn** and **think**.**

**Th** can also have the sound that you hear in **the**, **this**, and **that**.

**th**

**think**



Stick your tongue between your teeth and push out air. Also, tap your temple to indicate thinking.



## Activities

### Teaching Tip



The tongue and mouth placement for the “th” sound in the word **think** and **this** is the same. Your student may or may not be able to discriminate between these two sounds.

**Th**, as in **think**, is the unvoiced form. As you say the sound, feel your throat. You will notice there is no vibration. In the word **this**, you hear the voiced form of the sound. Again, touch your throat as you say the sound. This time you will notice the vibration of your vocal cords.

Most of the **th** examples used in *Level A: Modern Curriculum Press Phonics* are the unvoiced form, as in the word **think**.

Read the instructions for page 275 with your student and assign the page. Follow a similar procedure for page 276. When finished, ask your student to read the words under each picture. Mark both pages and then guide the student to make the necessary corrections. Re-mark the pages in a different colour of pen.

Label the top of one of the pages with the student’s full name and M6D15, and place this sheet in the Student Folder.

## Printing

## Materials

### Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 6B, and follow the directions to complete Day 15: Printing **th** Words.

## Music and Movement

**Time recommended: 10–15 minutes**

## Materials

### Audiocassette



Today’s musical selections are “Children’s Marching Song,” “March of the Siamese Children,” and “Mickey Mouse March” found on the *Classics for Children* audiocassette.

The first selection for today is the “Children’s Marching Song.” As you play the music, have your student march in time or clap his or her hands if marching isn’t possible. In some places, it might be tricky to pick out the beat. Clapping hands or even saying “left, right, left, right” will help your student get a sense of the beat. Try it a second time. Does the student find it easier the second time?

The second selection is the “March of the Siamese Children.” Play the music without telling your student the name of the selection. Ask what kind of actions might be done to this music.

The third selection is the “Mickey Mouse March.” Again play the music without telling your student the name of the selection.

**allop:** a step and a short leap forward

Next, ask your student to show what happens when horses **gallop**. Model galloping for the student if necessary.

Have the student show a gallop while you read this poem aloud.



### Ten Galloping Horses

**Ten galloping horses came to town,  
Five were white and five were brown.  
They galloped up, they galloped down,  
And then they galloped right out of town.**

Traditional

Read the poem several times, each time having your student perform one of the following tasks:

- Use different parts of the body while galloping.
- Make shapes and vary the length and height of the stepping action.
- Change direction, level of body (e.g., crouch), or pathways, and move in small and large spaces.
- Change to quick and slow, heavy and light movements.
- Move in groups of two or more persons.

Ask the student to read “Ten Galloping Horses” with you or to you.

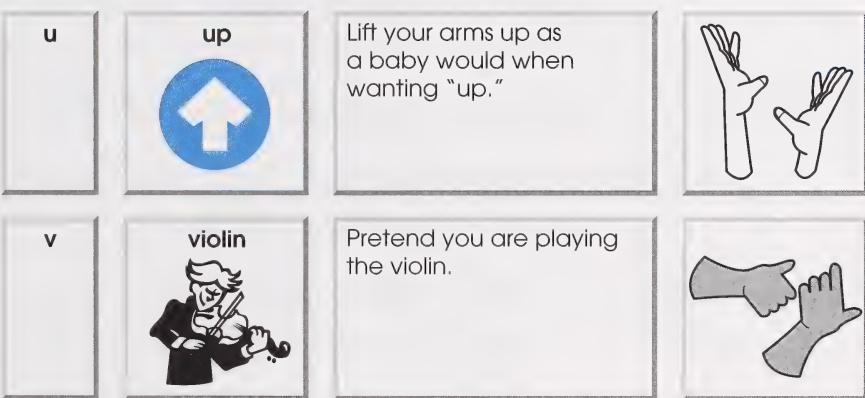


## Action Alphabet Poem

Finish the Music and Movement session with these alphabet poems.

**Uu is for up.  
I reach up so high.  
I can reach higher  
If I really try.**

**Vv is for violin.  
Watch how fast I play.  
Now I'll play slowly.  
Shall I play all day?**



Enjoy creating movements for the poem!

## Language Arts

### Materials



Time recommended: 60 minutes

### Reading

Today's reading selection is "The Bus Ride" by Caitlin Linyard. You can find it on pages 20 to 28 of the *Collections* reader *Ways to Go*.

Ask the student to look at the illustrations in the story, and then talk about what the student thinks the story will be about.

Next, ask the student to preview the story for any known words. The high-frequency words that have already been studied are **went, on, a, to, the, we, in, yellow, as, and, said, when, from, all, go, very, his, it, had, down, came, out, your, then, have, was, is, not, up, of, her, that, into, were, my, good, and so.**

Sound out with your student the word **children** and focus attention on the word **child** found within the word. Sound out as well the name of the teacher “Mr. Tomassini.” **Note:** Inform the student that the two letter i’s in “Tomassini” make a “long e” sound.

Return to the first page of the story and read the title, the name of the author, and the name of the illustrator.

If your student is eager to read the story independently, encourage it. Provide help when needed. Otherwise, read the text with the student, tracking the words with your index finger and stopping to talk about unfamiliar words and the pictures.

Once finished, ask the following questions:

**What happened first in the story?**

(The children got on the bus.)

**What colour is the bus?** (yellow)

**Where are the children going?** (to the farm)



Do you think the children are happy to be going to the farm?

What is the name of the teacher? (Mr. Tomassini)

What does Mr. Tomassini look like?

What song did the children sing on the bus?  
("The Wheels on the Bus")

What did the children sing about first?  
(The wheels on the bus go round and round.)

What did the children sing about next?  
(The wipers on the bus go swish, swish, swish.)

Why did the children choose to sing this verse? (because it started to rain very hard)

After it stopped raining, what did the children sing about? (The windows on the bus slide open and shut.)

Why did the children choose to sing this verse? (because it got very hot on the bus)

Why did Mr. Tomassini tell the children to keep their hands in? (He did not want them to get hurt.)

Why did the children feel something go thump? (The bus had a flat tire.)

Sing the verse the children sang about the flat tire. (The tire on the bus is flat, flat, flat.)

Why did the bus driver say, "Not now?" (Accept any reasonable answer, such as "She was annoyed that the tire had gone flat and did not want to hear any distracting sounds.")

What did the children sing after the tire was fixed? (The horn on the bus goes beep, beep, beep.)

Why did the bus driver have to beep the horn? (because the bus was driving behind a tractor and it was going very slowly)



What did the farmer do?

(He waved the bus to pass him.)

Why did the children bounce up and down in their seats when the bus turned down the lane to the farm? (The road was bumpy.)

Sing the song that Mr. Tomassini suggested the children sing when they went up and down.

(The springs on the bus went up and down, up and down, up and down.)

What are **springs** and why are they on the bus?

(A spring is an elastic device that can be stretched or bent and will move back to its original shape when it is released. Springs on a vehicle help the wheels return to their original position when riding over bumps and make a smoother ride on rough roads.)

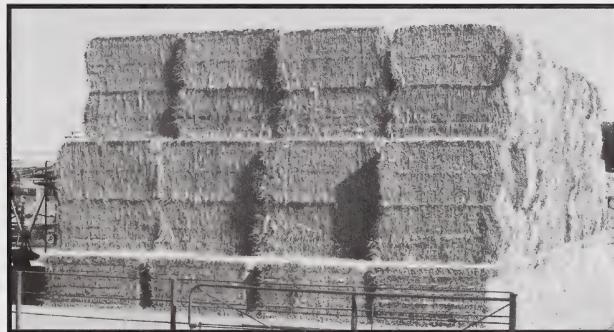
Why was the farm road bumpy? (because lots of heavy machinery had travelled over it in all kinds of weather and had made bumps in the road)

What song did the bus driver suggest that the children sing when they got off the bus?

(The children on the bus will have a good time, have a good time, have a good time.)

What fun things could they do on the farm?

(Accept any reasonable answer, such as play in the hay, pet the animals, and learn about life on a farm.)



Did everyone have a good time? How do you know? (Accept any reasonable answer, such as smiles on everyone's faces and lots of fun things to do.)

## Writer's Workshop

Reread the letters **Uu** and **Vv** alphabet poems and do the accompanying actions a few times.

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**Uu is for up.**  
**I reach up so high.**  
**I can reach higher**  
**If I really try.**

**Vv is for violin.**  
**Watch how fast I play.**  
**Now I'll play slowly.**  
**Shall I play all day?**

---

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**u**

**up**



Lift your arms up as a baby would when wanting "up."



**v**

**violin**



Pretend you are playing the violin.



Does the shape of the letter **Uu** give any ideas for how to represent it? Could it be a valley between mountain peaks? Is it a hammock for lazy afternoons? Is it a smiling mouth?

Encourage your student to use his or her imagination to illustrate the letters **Uu** and **Vv** in the Action Alphabet book.

Can you think of some movement words that begin with the letter **u**? Here are a few ideas. Notice that the **u** in **use** says its own name because of the “silent e” at the end.

use  
undo  
untie

Here are some other examples that begin with the letter **Uu** that could be used in the Action Alphabet sentence(s).

umpire	up
universe	under
unicorn	upstairs
unicycle	upside down

Here are some examples that begin with the letter **Vv** that could be used in the Action Alphabet sentence(s).

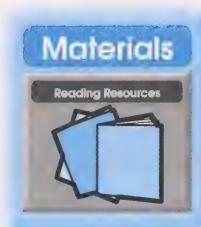
vacation	vanish
valley	vibrate
van	view
vegetable	volunteer
vehicle	vote
very	

Enjoy working with the letters **Uu** and **Vv**!

**It's time to get up now,  
stretch like a spring, and  
visit the kitchen for lunch.**

## Silent Reading

**Time recommended: 5–10 minutes**



If you have managed to find the book *The Bear's Bicycle* by Emilie Warren McLeod, your student may enjoy viewing the antics of a bear who is not very safety conscious. *Sheep in a Jeep* by Nancy Shaw also fits in well with today's theme of travelling in vehicles.



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 6, Day 15.

## Project Time

**Time recommended: 50 minutes**

Today's project's will be based on the story "The Bus Ride" from this morning's reading activity. Your student will portray one of the scenes from the story in paint or with modelling clay models.

### Project Choice 1: Painting Scene

Refer to this morning's reading story, "The Bus Ride," and ask the student to choose an actual or imaginary scene to paint.

**horizon line:** a line that divides the sky from the earth

**wash:** a thinned-down colour of paint



After your student has decided on a scene, review the use of a **horizon line** in pictures.

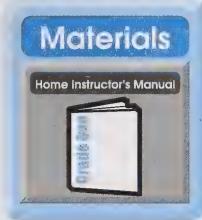
Once the horizon has been drawn, add one **wash** of colour for the sky and one for the ground. The more the paint is thinned down by adding water, the lighter the wash will be.

When the wash has dried, have the student paint the story scene. Encourage your student to add interesting details, such as birds in the sky and stripes or dots on clothing.

When the painting is dry, print the student's name and M6D15 on the back. Display the picture where it can be admired before placing it in the Student Folder.

### Project Choice 2: Modelling Clay Sculpture

Refer to this morning's reading story, "The Bus Ride," and decide on one or more characters to model.



Check the Art section of the Home Instructor's Manual for a modelling clay recipe or use store-bought modelling clay. Have the student assist you in making the clay.

When making each character, make sure that the neck is thick enough to support the head. People shapes should not have dangling or outstretched limbs. The arms and legs should be thick and bent toward the body for greater support. Animal legs and arms must be thick enough to hold the animal up.

Once the student is satisfied with the shape of the sculpture, consider scratching in lines and textures for added interest.



Decide on a drying method. If the sculpture is left on a table for a few days and turned over, it will dry slowly and not crack easily. It may need to be hollowed out with a spoon while damp so it dries faster. It could be placed in a warm oven for a few hours. Keep the temperature around 95°C or 200°F.

When the sculpture is dried, turn it over in your hand to check for unwanted rough edges. Help your student smooth these edges with sandpaper or a fine file.



It is now time for decorations. Add stripes, dots, and so on. The edge of a brush or a bit of sponge dipped in paint gives an irregular pattern that is suitable for spots and stripes.

Display all the sculptures where they can be admired.

Take a photograph or have the student draw and write a description of the modelling-clay figures.



Label the back of the photograph or drawing page with the student's full name and M6D15 before placing it in the Student Folder.

### Sharing Time

**Time recommended: flexible**

The Project Time creation would be a good choice for Sharing Time. In front of the chosen Project Time display, have the student read "The Bus Ride" to family and friends. Then, ask the student to discuss how the artwork relates to the story.

The Action Alphabet book could also be shared.

## Let's Look Back

**Time recommended: 10 minutes**

As you review the day's activities with your student, ask the following questions:

What was the best part of today's lessons?  
Why?

Which part of today would you change if you could?

Do you find it easy or difficult to do the pages in your phonics book?

Do you remember to use what you have learned in Phonics and Word Study when you read new stories?

What would you like to tell your teacher about today's activities?



### Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 6B, and complete Day 15: Learning Log.

## Story Time

**Time recommended: flexible**

Your student may occasionally like to listen to a recorded story for Story Time. Many high-quality children's stories are available on audiocassettes. They often include interesting sound effects or songs to go with the stories.

Listening to audiocassettes is also a terrific activity for travelling.



### Activities

#### Teaching Tip



You can make your own audiocassettes for travelling or Story Time by recording your student's favourite stories on blank audiocassettes.

**Can you think of some vehicles without wheels?**

**On Day 16 there are  
No Wheels Allowed!**

# No Wheels Allowed!



Your student has discussed many kinds of wheeled machines and vehicles over the last few days. Today's topic is vehicles without wheels. Your student will brainstorm types of boats and aircraft without wheels. Music and Movement will have a nautical theme with a clapping game and a song. Two poems about watercraft will be offered during Reading. Your student will choose a favourite between the two poems and give reasons for the preference. Project Time will offer visual arts activities on the subject of boats.

You have almost completed this module, which means you are nearing the end of the alphabet as well. The letters **Ww** and **Xx** are featured in the Action Alphabet book. The digraph **wh** is studied in Phonics. Your student will also do the spelling post-test today.

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- Thematic Assignment Booklet 6B
  - Day 16: Spelling Test
- *Level A: Modern Curriculum Press Phonics*, pages 277 and 278
- “Submarine” from *Toes in My Nose*
- Movement Word chart from M6D1

### Silent Reading Time

- books, magazines, and other favourite reading material
- books by Donald Crews, B. Barton, and Gail Gibbons (optional)

### Math Time

- See Mathematics Module 6, Day 16.

### Project Time

#### Project Choice 1: Folded Paper Boat

- no special resources required

#### Project Choice 2: Silhouette Painting

- white unlined paper
- watercolours or thinned poster paint (red, orange, yellow, purple)
- paintbrush, sponge (optional)
- black paper
- glue
- scissors

### Let's Look Back

- Thematic Assignment Booklet 6B
  - Day 16: Learning Log

### Story Time

- mutually chosen reading material

**Activities**

## Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

After the basic calendar procedure has been completed, refer to your Calendar Time Teaching Notes for additional activities.

**Materials**

## Thematic Assignment Booklet



**Printing and writing skills** are the focus of today's Learning Log. Is your student able to write independently, spelling many words without help? Is your student applying the techniques that have been learned in printing? Observe the student's writing skills during Language Arts activities today.



## Language Arts

Time recommended: 35 minutes

### Spelling

Prepare as follows for testing your student on the six assigned spelling words for Module 6:

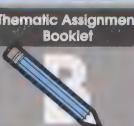
- Take down charts containing the words.
- Do not review the words before the test.

#### Activities



Testing in this way gives an accurate indication of the student's spelling skills. Has your student stored the spelling of the words in **long-term memory**? If you practise immediately before the test, you are only testing the student's **short-term memory** of the words.

#### Materials



Turn to Thematic Assignment Booklet 6B, and follow the directions to complete Day 16: Spelling Post-Test. Use the following steps:

- Say each word clearly, but in a normal manner.
- Say a sentence that contains the word, preferably not at the beginning to avoid the need for a capital letter.
- Repeat the word.

The words for the test are listed below:

that  
to  
was

this  
from  
with

## Phonics

Introduce the digraph **wh** by asking your student to show you how to whistle. Model if necessary. Purse the lips as one would to whistle, and from this position say the word **whistle**.

Then, ask the student to identify what sound is repeated in this tongue twister.

White whales whistle while whirling.



Have your student observe in a mirror the position of the mouth and tongue when saying the “wh” sound.

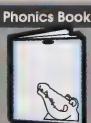
Turn to page 277 in *Level A: Modern Curriculum Press Phonics* and help your student read the poem at the top of the page if necessary. Continue as follows.

Which words begin with **wh**?

Have the student complete pages 277 and 278. When the pages are completed, mark them and guide the student to make the necessary corrections. Re-mark in a different colour of pen.

Label the top of one of the pages with the student’s full name and M6D16, and place the sheet in the Student Folder.

### Materials



### Materials



## Printing

Your student can print today's tongue twister from the proceeding Phonics activity in the Printing Practice notebook.

## Music and Movement

**Time recommended: 10–15 minutes**

Put yourselves in a nautical mood by singing or chanting the traditional song "Row, Row, Row Your Boat."

### Row, Row, Row Your Boat

Row, row, row, your boat,  
Gently down the stream,  
Merrily, merrily, merrily, merrily,  
Life is but a dream.

Sit down on the floor and pretend to row as you sing together. Vary the speed or **tempo** of the song and row accordingly.

**round:** a short song sung by several persons or groups beginning one after the other

Try singing the song as a **round**. The second person or group begin the song when the first singers begin the second line.



Many children enjoy clapping games, which are useful for developing a sense of rhythm. The music for the following traditional song is provided, but if you do not know the tune, you may **chant** it instead.

**chant:** to sing or say over and over again

**homonym:** a word with the same pronunciation as another but with a different meaning and, often, a different spelling

Discuss with your student the difference between the **homonyms** **see** and **sea**.

### A Sailor Went To Sea

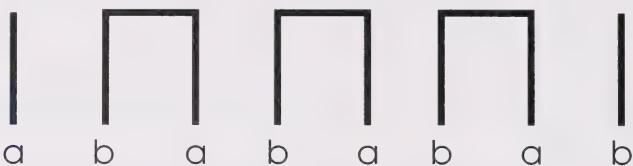
**A sailor went to sea, sea, sea,  
To see what he could see, see, see,  
But all that he could see, see, see,  
Was the bottom of the deep blue sea, sea, sea.**

Sing or chant the song two or three times, encouraging your student to join in.

When you are ready, sit facing your student. Demonstrate how to clap patterns with a partner. First, try the pattern where you clap your hands and then clap both hands of a partner.



When your student has practised, try clapping to the song, repeating the following pattern.



- a:** clap your hands together
- b:** clap both hands of your partner

If your student enjoyed this activity and would like to try some more patterns, try the following:



- a:** clap your hands
- b:** clap your left hand to your partner's left hand
- c:** clap your right hand to your partner's right hand

Experiment with a variety of clapping patterns using the above ideas or any other body percussion. You could also experiment with actions interspersed with the clapping. For example, making wave motions with your hand when the word **sea** is sung or putting your hand over your eyes as if shielding them from the sun for the word **see**.

Finish today's Music and Movement session with the alphabet poems for **Ww** and **Xx**.

### Action Alphabet Poem

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**Ww is for water.  
It's so good to drink.  
It's fun to splash in,  
And swim in too, I think.**

**Xx is for axe.**  
**There's wood to chop.**  
**Now gather it up**  
**Until it's time to stop.**

<b>w</b>	<b>water</b> 	Form the word <b>water</b> in sign language. Begin with the right hand letter <b>w</b> , as shown. Then touch the index finger of your <b>w</b> hand to your mouth a few times to indicate drinking water.	
<b>x</b>	<b>axe</b> 	Make a chopping motion with your hand.	

## Language Arts

**Time recommended: 60 minutes**

### Reading

Review some of the different vehicles that have been studied in this module. Then discuss modes of transportation without wheels and create a web to organize the information.

Guide the discussion as follows:



Can you think of some vehicles that have no wheels?

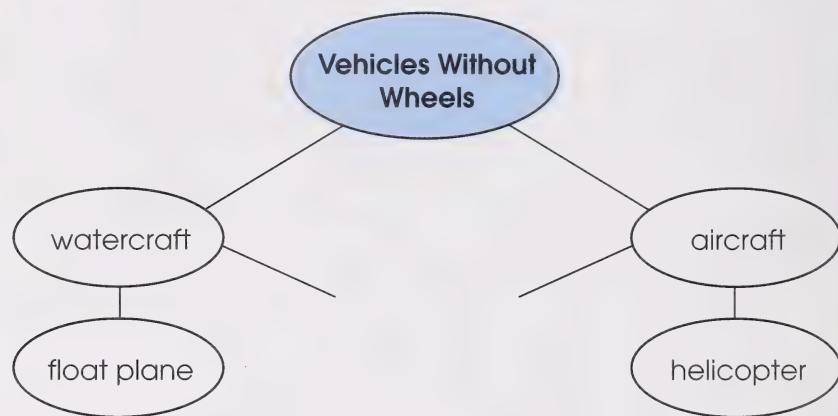
Vehicles that travel on the water have no wheels.

Some vehicles that travel in the air have no wheels either.

## Day 16 • No Wheels Allowed!

On Day 5 of this module, a simple web about seasonal activities was made. Today's web will be more complex to extend your student's knowledge of this form of organizing information.

Draw a web like the one following on chart paper or unlined loose-leaf paper.



Brainstorm for different types of transportation for air and water. Discuss which category each suggestion should be placed under and then print it on the web. Explain that even though some aircraft have wheels, they are only used for landing and taking off. Your student may recall some means of air transportation from Day 15 of Module 3. If you have any books about boats or aircraft, look at them now for ideas.



## Materials



## Materials



When the web is complete, print the student's full name and M6D16 on the back and place it in the Student Folder.

Your student will now read two poems, choose a favourite, and then tell why it is the favourite.

The first selection is "Submarine," found in *Toes in My Nose* by Sheree Fitch. Ask your student to tell you what he or she knows about **submarines**. In addition, if your student is unfamiliar with the word **periscope**, discuss the fact that it is a tube with a lens and mirrors that can be raised from a submerged submarine to see what is on the surface of the water.

Read the poem aloud. Then ask the following questions:

What did you like about the poem?

What is the boy in the poem talking about?  
(his nighttime bath)

What do you like to do in the bathtub?

Would you like to ride on a real submarine?

Reread the poem and invite your student to join in.

Today's second selection is "Where Go the Boats?" by Robert Louis Stevenson. As you read this poem aloud, ask your student to close her or his eyes and **visualize** scenes from the poem. After each verse, pause and ask your student to tell you what he or she visualized.



**visualize:** form a mental picture

Where Go The Boats?

**Dark brown is the river,  
Golden is the sand.  
It flows along forever,  
With trees on either hand.**

**Green leaves a-floating,  
Castles of the foam,  
Boats of mine a-boating—  
Where will all come home?**

**On goes the river  
And out past the mill,  
Away down the valley,  
Away down the hill.**

**Away down the river,  
A hundred miles or more,  
Other little children  
Shall bring my boats ashore.**

Robert Lewis Stevenson

Discuss the poem with your student.

What was the child doing in the poem?  
(floating boats down the river)

What kind of boats do you think the child was  
sending down the river?  
(boats that the child had made or been given)

Have you ever made boats to send down a  
stream or float in a puddle?

What did the child in the poem think would happen to his boats? (Other children would see the boats and bring them to shore.)

Point to the words in the poem that rhyme.

(If necessary, help the student identify the rhyming pairs: sand/hand, foam/home, mill/hill, and more/ashore.)

Tell your student that this poem was written long ago. Read the poem one more time. Encourage your student to join in.

Ask which poem the student liked the best. Encourage the student to talk about specific reasons for the choice. You could use questions such as the following to help the student express reasons for the choice.

Did you like the language the poet used?

Are there any parts of the poem you do not understand?

What did the poet mean when he said “With trees on either hand”? (trees on either side of the river)

Did the poem help you see a picture in your mind?

Did you like the story that the poet told?

Have the student draw an illustration of a part of his or her favourite poem. If necessary, reread the poem to refresh your student’s memory.

Label the back of the illustration with the student’s full name and M6D16 before placing it in the Student Folder.

## Materials

Student Folder



## Writer's Workshop

As in previous days, reread the Action Alphabet poems for the letters **Ww** and **Xx** and do the accompanying actions a few times.

**Ww is for water.**  
**It's so good to drink.**  
**It's fun to splash in,**  
**And swim in too, I think.**

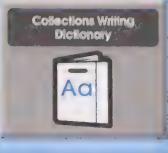
**Xx is for axe.**  
**There's wood to chop.**  
**Now gather it up**  
**Until it's time to stop.**

<b>w</b>	<b>water</b> 	Form the word <b>water</b> in sign language. Begin with the right hand letter <b>w</b> , as shown. Then touch the index finger of your <b>w</b> hand to your mouth a few times to indicate drinking water. 
<b>x</b>	<b>axe</b> 	Make a chopping motion with your hand. 

There are several **w** words your student is familiar with.

- spelling words: **was, with**
- sight words: **who, write, water**

### Materials



Perhaps the student can use some or all of these words in today's sentences for the **Ww** and **Xx** pages in the Action Alphabet book. Refer to the Movement Words chart from M6D1 or *Collections Writing Dictionary* for other possible words.

Remember that you will be commenting on your student's writing skills in today's Learning Log, so this is a good time to observe what strategies the student uses to spell unknown words. When the page is completed, ask that it be read aloud to you. Allow your student to make changes if necessary.

### Enrichment (optional)

Write about an air or water vehicle. Some topics that could be written about are

- my favourite air or water vehicle
- an air or water vehicle I would like to travel on
- my experiences on one of the vehicles
- what I know about one of the vehicles

Your student could have other suggestions or may wish to write about a topic of personal interest.

## Is it time to sail over to the table for some lunch?



## Did you know a boat's kitchen is called a galley?

## Silent Reading

**Time recommended: 5–10 minutes**

If you have located any books about boats, your student may enjoy viewing them now. Check Additional Resources for suggestions. Donald Crews, Byron Barton, and Gail Gibbons have published books on the subject. After reading, your student may want to add the names of any new boats or ships that have been discovered to the web made in Reading this morning.



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 6, Day 16.

## Project Time

**Time recommended: 50 minutes**

Today's Project Time choices continue with today's nautical theme and involve visual arts skills.

### Project Choice 1: Folded Paper Boat

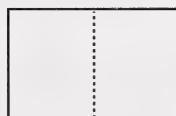
Any rectangular paper may be folded into a paper boat. You could build boats using a variety of different papers and experiment to find out which float the best. You can also make different sizes of boats by using different sizes of paper.

Proceed as follows. Help your student when necessary but encourage independence as much as possible.

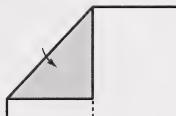
**Step 1:** Fold a rectangular paper in half so that the top meets the bottom. The open end is toward you. **Note:** Press all folds to make a sharp crease.



**Step 2:** Fold the paper in half again from left to right and then open the paper. (This fold is just a guideline for you.) Don't open the paper all the way. It should still have a fold at the top.



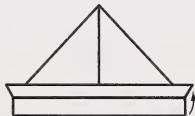
**Step 3:** Fold one corner diagonally to meet the centre fold line.



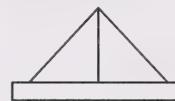
**Step 4:** Fold the other corner to meet the centre fold line. (You will now have a triangle, with a flap at the bottom.)



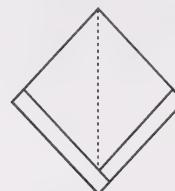
**Step 5:** Fold one flap at the bottom of the paper over the triangular section.



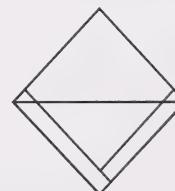
**Step 6:** Turn the paper over and fold the flap over the triangular section on that side. (You should have a paper hat now.)



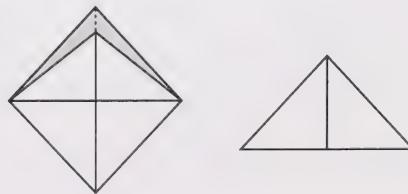
**Step 7:** Place your thumbs near the centre inside the paper hat. Gently pull the sides out and then press the hat down to form a diamond. Tuck one flap under the other on each side so that the ends of the flaps don't make extra creases.



**Step 8:** Fold the bottom portion of the diamond up to form a triangle.



**Step 9:** Turn the paper over and fold the bottom portion up on that side.



**Step 10:** Hold the two peaks of the outside triangles in either hand and pull gently outward until the flaps begin to fold up and a triangular sail stands in the middle. You will need to manipulate the paper by pressing on the opposite sides of the centre peak while your thumbs are inside. (This will help to make the paper more pliable and prevent tearing.) Once the boat has taken shape, press it flat and reopen it. Check that the boat will sit upright. If it doesn't, pull the sides open further until it does.



**Step 11:** Have fun sailing your paper boat!

## Project Choice 2: Silhouette Painting

Gather the materials listed in What You Need today and follow the steps below to create a sunset-marine silhouette.

**Step 1:** Wet a piece of white paper with a paintbrush or sponge.

**Step 2:** Paint wide strips of colours all the way across the page to make a sunset. The colours should run together and blend.

**Step 3:** Draw a silhouette of one or more watercraft on a piece of black paper and cut it out. Draw and cut out any other details you might see in a water scene, such as birds, clouds, or jumping water animals.

**Step 4:** Cut out a strip with wave shapes from the black paper. Make sure it is long enough to go all the way across your paper to make the **horizon** line.

**Step 5:** Once the sunset background is dry, glue on the water strip, boat silhouettes, and other details.

### Enrichment (optional)

Make other sunset silhouettes with a variety of subjects. Buildings, animals, vehicles, or people make good silhouettes.

### Sharing Time

**Time recommended: flexible**

One of the two projects created during Project Time would be a good choice for Sharing Time. Have your student explain how the project was made.

Would your student like to read the “Submarine” or “Where Go the Boats?” poem to family and friends? Encourage the student to talk about why one poem was chosen as his or her favourite. Survey family and friends to determine which one is their favourite.

### Let's Look Back

**Time recommended: 10 minutes**

As you look back over the day’s activities, use questions like the following:

What is your favourite topic to write about?

What do you do when you don’t know how to spell a word?

Are you using capital letters and end punctuation when writing sentences?

Is it easy or hard to write neatly? Why?

What did you learn today that you didn’t know before?

What did you like about your Project Time activity?

What would you do differently if you did the same project again?

What would you like to tell your teacher about today's activities?

## Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 6B, and complete Day 16: Learning Log.

## Story Time

**Time recommended: flexible**



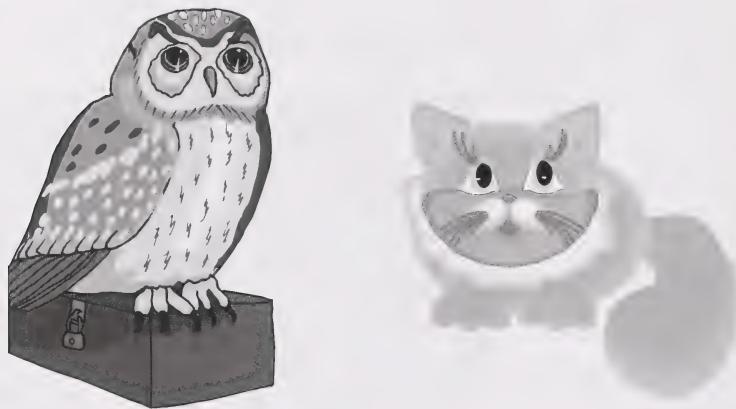
Would your student like to learn another boat song for Story Time? You may know the tune to the following traditional song.

### **The Alley, Alley Oh**

**Oh, the big ship sails down the alley, alley, oh,  
The alley, alley, oh, the alley, alley, oh,  
Oh, the big ship sails down the alley, alley, oh,  
On the last day of September.**

To vary the song, you can change the type of boat. For example, replace the big ship with a kayak, a speedboat, or any other watercraft your student suggests. The name of the month in the last line of the song can also be changed.

Many nursery rhymes tell about ships and sailing. If you have a nursery rhyme anthology, you may have versions of “The Owl and the Pussycat,” “Rub-a-Dub-Dub,” “Bobby Shafto,” “I Saw Three Ships,” and “I Saw a Ship a-Sailing.”



**You have sailed to near  
the end of the module.**

**The topic on Day 17 is  
Moving Far and Wide.**

# Moving Far and Wide

Your trip through this movement module is nearly at an end. Today's Project Time choices will give your student the chance to reflect on the ideas and vocabulary from *On the Move*. After thinking about the ideas and vocabulary, your student will choose to write a shape poem using movement words or a story about a trip of a lifetime.



While travelling far and wide, your student will have the opportunity to achieve fitness goals and move creatively to words that begin with the letters **Yy** and **Zz**.

Studying the **sh** digraph will provide a chance for the student to show **sh** word-making skills. Today's reading selection is the poem "Step Away" from *Toes in My Nose* by Sheree Fitch.

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- Thematic Assignment Booklet 6B
  - Day 17: Word Recognition Test
  - Day 17: Printing
- two hinged loose-leaf rings
- *Level A: Modern Curriculum Press Phonics*, pages 279 and 280
- “Step Away” from *Toes in My Nose* by Sheree Fitch
- *Collections Writing Dictionary*

### Music and Movement

- I Can! container from M6D7

### Silent Reading

- books, magazines, or other favourite reading material

### Math Time

- See Mathematics Module 6, Day 17.

### Project Time

- Movement Words chart from M6D1

#### Project Choice 1: Shape Poem

- no special resources required

#### Project Choice 2: “A Trip of a Lifetime” Story

- Thematic Assignment Booklet 6B
  - Day 17: Story Starter

### Let’s Look Back

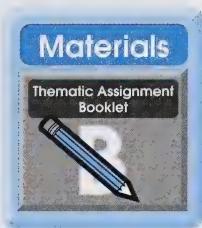
- Thematic Assignment Booklet 6B
  - Day 17: Learning Log

### Story Time

- mutually chosen reading material

**Activities****Calendar Time****Time recommended: 10 minutes**

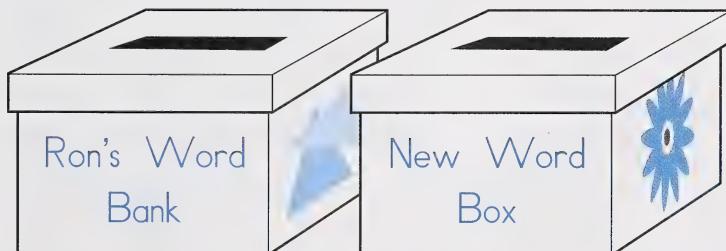
After completing the basic calendar procedure, refer to the Enrichment Calendar Activities and the Calendar Time Teaching Notes for additional activities.

**Materials**

Your child's **oral communication** comes into focus today as you observe vocabulary development, ability to recall and retell information, and other speaking skills. Preview Day 17: Learning Log from Thematic Assignment Booklet 6B for more information.

**Language Arts****Time recommended: 35 minutes****Word Study**

Today your student will be tested on his or her recognition of the words in the personal word bank and New Word Box.



Empty the word boxes and sort the cards into two piles, one pile with the high-frequency words on coloured cards and one pile with the special interest words on white cards.

## Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 6B and follow the directions to complete Day 17: Word Recognition Test. Show your student the high-frequency words on the coloured cards one at a time. On the Word Recognition Test, put a check by the words that your student can recognize by sight. If you arrange the cards in the same order as the words on the Word Recognition Test, it will be easier to check them.

Repeat the process using the theme-related words or special-interest words on the white cards. Print the words on the blanks and check the ones your student recognizes immediately.

Punch a hole on the left side of the index cards your student recognizes well. Bind the coloured index cards with a ring. With another ring, bind the white index cards.

Place words that need more work in the New Word Box for continued study.

## Phonics

Phonics today focuses on the digraph **sh**. You could introduce today's topic by asking the student to make the "hospital sound" of "sh." Place the index finger in front of the lips and make the "sh" sound as one would when asking for quiet.

## Materials

Phonics Book



Turn to page 279 in *Level A: Modern Curriculum Press Phonics* and read the poem at the top of the page. Which words begin with **sh**? Ask your student to underline the **sh** digraph in the words.

Pronounce the word **show** and then the word **so**. Continue as follows.

What is the difference in sound between **show** and **so**?

Where does the tongue go to pronounce **sh**?

Where does the tongue go to pronounce **s**?

## Activities

Home Instructor's Script



## Materials

Student Folder



## Materials

Thematic Assignment Booklet



Have your student complete pages 279 and 280. Encourage your student to say any confusing words aloud. When the pages are finished, mark them and guide the student to make the necessary corrections. Re-mark them with a different colour of pen.

Label the top of one of the pages with the student's full name and M6D17, and place this sheet in the Student Folder.

## Printing

Turn to Thematic Assignment Booklet 6B, and follow the directions to complete Day 17: Printing.

## Music and Movement

**Time recommended: 10–15 minutes**

Take out the I Can! container from Day 7 of this module. If there are any fitness goals that have not been met, encourage your student to work toward reaching these goals today. When the goal has been reached, remember to sign the back of the card or paper with the date and write "student's full name Can!"



Finish today's Music and Movement session with the last two verses of the alphabet poem.

## Action Alphabet Poem

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**Y is for yo-yo.  
It goes up and down.  
When I swing my arm,  
It goes right around.**

**Z is for zip.  
My alphabet is done.  
Which movement is best?  
Which is the most fun?**

---

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**y**  
(at the  
beginning  
of a  
word)



Move your wrist as you would when you work a yo-yo.

**Note:** You will also find the letter **y** on the vowel page.



**z**

**zipper**



Form a sign-language letter **z** with your index finger, and say the word **zip**.



Which movement did your student like best? Which letter was the favourite letter?

## Language Arts

**Time recommended: 60 minutes**

### Materials



### Reading

Today's reading selection is the poem "Step Away" from *Toes in My Nose* by Sheree Fitch.

Before reading the poem, ask your student to comment on how the words in the poem are written. Are they written in straight lines?

To read this poem, start from the bottom of each column and read up. Run your finger along the lines so your student can follow where you are reading. Use the following script to discuss the poem:

Why do you think the author wrote the words going up?

Which places did the character visit as he or she went up the steps?

Do you think the character in the poem likes going up all those steps?

Are there any places you go that have a lot of steps?

Do you ever get tired of going up steps?

Read the poem again and invite your student to act out going up the steps in each verse and then pretend to be at each place. Your student could read the poem independently for a final reading or you could read it together.



## Writer's Workshop

Reread the **Yy** and **Zz** poems and do the accompanying actions a few times.

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**Y is for yo-yo.**  
**It goes up and down.**  
**When I swing my arm,**  
**It goes right around.**

**Z is for zip.**  
**My alphabet is done.**  
**Which movement is best?**  
**Which is the most fun?**

---

---

**y**  
(at the beginning of a word)



Move your wrist as you would when you work a yo-yo.

**Note:** You will also find the letter **y** on the vowel page.



**z**

**zipper**



Form a sign-language letter **z** with your index finger, and say the word **zip**.



Writer's Workshop features the last two letters of the alphabet. Does your student know which letters these are?

Does the shape of **Yy** suggest any ideas to the student? Does it look like two arms up and ready to catch a ball? What about someone waving?

## Materials

Collections Writing  
Dictionary

Does your student have any **Yy** words in the New Word Box, the personal word bank, or on rings from previous modules? Does the student know any names that start with **Yy**? What words are in the *Collections Writing Dictionary* under the letter **Yy**?

After your student has illustrated the upper- and lower-case letters and composed a sentence with **Yy** words, illustrate the sentence. Follow a similar procedure for the letter **Zz**.

Place the Action Alphabet pages from Day 1 to today in order, add a back cover, and then staple them together on the left side.

Label the back cover with M6D17. Then have the student practise reading and talking about the Action Alphabet book. Help whenever necessary.

During Sharing Time, the student will read the Action Alphabet book to family and friends and talk about its unique features.

**It's time to “step away” for lunch.**



## Silent Reading

**Time recommended: 5–10 minutes**



Has your student discovered a favourite author, book, or series from the resources in this module? Are there stories in the anthologies your student would like to read or reread?

After reading, you could reflect upon and discuss some of the reading material from this module.

Has the student developed a new interest as a result of the study of motion and transportation? Next time you are at a library, find more books on the subject. Allowing a child to choose the reading material and following up on the child's interests is an important part of the reading process.

## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 6, Day 17.

## Project Time

**Time recommended: 50 minutes**

Before choosing one of today's projects, take time to review some of the concepts that have been discussed over the course of the module.

Ask some of the following questions to find out more about your student's ability to recall and retell information.

Can you think of some words that tell how humans move?

What new animal movement words did you learn in this module?

Name as many things with wheels as you can think of.

Can you think of some words that describe how machines with wheels move?

What types of vehicles have no wheels?

What are some words to tell how aircraft move?

How do boats and other watercraft move?

Add any new words to the Movement Words chart and review it together.

Look through the following projects and allow your student to make the choice. Ask your student why he or she made that particular choice.

### Project Choice 1: Shape Poem

In preparation for writing the poem, begin as follows:

What is your favourite movement activity or vehicle?

What picture comes into your mind when you think of the activity or machine?

What do you hear, see, feel, or imagine?

Jot down some of the things your student tells you.

# Day 17 • Moving Far and Wide

## Materials

### Reading Resources



Take another look at the poem “Step Away” from *Toes in My Nose* by Sheree Fitch. Discuss how the poet has written about steps and made the poem in the shape of steps.

Your student will draw a simple outline to illustrate a favourite activity or vehicle and then write a poem about it.

Help make at least two lines for a poem using the movement words and some of the words you jotted down. Let your student decide if the lines will rhyme or not. Write the lines on the chalkboard or on a piece of a paper for copying later.

The lines of the poem can then be copied into the outline of the picture.



## Materials

### Student Folder



Label the back of the poem with M6D17 and place it in the Student Folder.

## Project Choice 2: “The Trip of a Lifetime” Story

Your student will write and illustrate a story about a personal dream vacation using a story starter.

**Materials**

Student Folder



Turn to Thematic Assignment Booklet 6B and complete Day 17: Story Starter. Label the back of the story with the student's full name and M6D17 and place it in the Student Folder.

## Sharing Time

**Time recommended: flexible**

**Materials**

Student Folder



Have your student read the Action Alphabet book to family and friends and then talk about its special features. Encourage family members to ask questions about the book. Challenge your student to respond to the questions independently. Then place the Action Alphabet book in the Student Folder.

Your student could also read today's poem or story from Project Time. Encourage family members to ask questions about the projects. Can the student respond to the questions?

## Let's Look Back

**Time recommended: 10 minutes**

Oral communication is the focus of today's Learning Log. Discuss the following questions to learn more about your student's development in this area.

Do you find it easy to talk about your feelings and your experiences?

Do you think you have learned any new words to tell about movement in this module?

When you have a problem, are you able to explain what the problem is?

Do you like to tell about your projects during Sharing Time?

## Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 6B, and complete Day 17: Learning Log.

## Story Time

Time recommended: flexible



**Move ahead into the last lesson!**

# Moving Ahead



You have certainly moved ahead! Congratulations on reaching the last lesson of Module 6. You have moved through many activities and experiences since the beginning of this module.

Music and Movement includes a rehearsal of the culmination activity for this module: a performance of the Action Alphabet poems. There are no Printing or Reading activities scheduled so that you will have time to gather and discuss the assignments that will be submitted today. A simple pop-up puppet will be created in Project Time.

Enjoy your final day of activities in *On the Move!*

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Level A: Modern Curriculum Press Phonics*, pages 281 and 282
- “Over the Water” from the *Collections* reader *Ways to Go*

### Silent Reading Time

- books, magazines, or other favourite reading material

### Math Time

- See Mathematics Module 6, Day 18.

### Project Time

- paper or foam cup
- foam ball, about 2 cm to 3 cm in diameter
- a straw
- glue and felt pens
- bits of felt, yarn, material, or cotton balls

### Let's Look Back

- Thematic Assignment Booklet 6B
  - Day 18: Learning Log

### Story Time

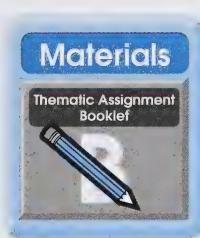
- mutually chosen reading material



## Calendar Time

**Time recommended: 10 minutes**

As usual, your student will add the date to the calendar. Then prepare the Calendar Time word strips in the pocket chart. Is this a special day? Talk about any special events and locate the dates on the calendar.



## Focus for Today

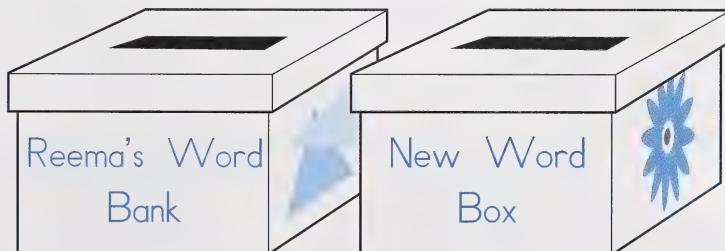
In today's Learning Log, you will be asked to comment in a general way about your student's **attitudes, work habits, and effort**. Preview the Learning Log prior to beginning the day's activities.

## Language Arts

**Time recommended: 35 minutes**

### Word Study

There could be words that the student encounters outside of school time that can be added to the New Word Box. Be alert to opportunities to point out words and letters to your student even when you are not at your learning area or in "school mode."



If your student has any words to practise from the New Word Box, you can do that now. This would also be a good time to review the words from previous modules.

### Phonics

Today's Phonics lesson deals with the digraph **ch**. You could introduce this digraph by asking your student to imitate the sound of a train. Clench the fists and rotate the arms to imitate the wheels of a train while saying "choo-choo."

Then ask your student to identify what sound is repeated in the following tongue twister.

**Cheat cheese, cherries, and chocolate chips.**

Have the student repeat this phrase several times and identify which words start with **ch**.

Turn to page 281 in *Level A: Modern Curriculum Press Phonics* and read the poem at the top of the page. Which words begin with **ch**? Ask your student to underline them.

Have your student pronounce the words **chain** and **cane**. Continue as follows:

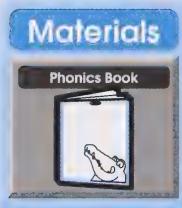
**What is the difference in sound between chain and cane?**

**Where does the tongue go to pronounce ch?**

**Where does it go to pronounce c?**

Have the student complete pages 281 and 282, saying the words aloud if there is confusion. When the pages are completed, mark them and guide the student to make the necessary corrections. Re-mark them with a different colour of pen.

Label the top of one of the pages with the student's full name and M6D18 and place it in the Student Folder.



## Writing

Take some time now to look through the Student Folder with your student. Are there any comments your student would like to make about this module's writing activities?

This is also a good time to set some goals for next month. Does your student need to work on any particular aspect of writing? Are capital letters and end punctuation being used correctly? Does the student write in complete sentences? Is the student using a variety of words and ideas? Pick a goal to work toward in the next module.

## Music and Movement

**Time recommended: 10–15 minutes**

Today's Music and Movement activity will give your student a chance to review the alphabet poems for the culmination performance. Go through the whole alphabet as you and the student read each poem aloud and perform the actions. The entire set of poems is reprinted in this lesson.

Decide how to present the alphabet poems for the demonstration. It could be done as a readers' theatre, with you and your student taking turns reading verses and showing the movements that accompany each. Your student might want to read all the poems alone and do the actions. Or you could involve the audience and turn the activity into a group fitness workout. The student could lead the others in the actions.



Let the student choose the format and practise the poems in the way they will be performed.

In addition, encourage your student to pay particular attention to the voice. Although facial expressions and gestures are important, the voice will be most important in bringing out the meaning and making the literature come alive for the audience. Help the student think and make decisions about voice, tone, pitch, volume, pace, pause, and emphasis. Because your student is a developing learner, however, limit the aspects of voice that you target for emphasis. Over time, gradually look for improvements in all aspects of voice.

- **Tone** refers to the way you speak to express feelings, such as sadness, anger, fear, boredom, puzzlement, happiness, and excitement.

To help your student decide what tones of voice to use, look for clues given by the author, such as punctuation and tag words. Help the student also think about the mood; what might have happened before; causes for what is happening; and the characters' inner thoughts, feelings, and motives or reasons for their behaviour.

- **Pitch** is how high or low a sound is. A young boy speaks at a higher pitch than a man who has a low voice, for instance.

To show different characters or get different effects, the voice could be raised or lowered.

- **Volume** is how quiet or loud a sound is. Your student could shout or whisper, for instance.

Even if speaking softly, though, the student must project the voice so everyone in the audience can hear.

- **Pace** is the rate of speed at which the person speaks. If a character is running or the action is exciting, the student would speak quickly. If the character is exhausted or the mood is peaceful and calm, speaking slowly would be appropriate.

- **Emphasis** refers to the stress placed on certain words or phrases to bring out the meaning.

- A **pause** is a short stop or break in speaking.

Pauses of various lengths can be used to highlight words and ideas, signal the end of one thought and the beginning of another, or to achieve certain effects.

Many of your decisions about when to pause can be made by watching the punctuation.

Have fun bringing the alphabet poem to life!

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**A is for apples.  
They grow on a tree.  
Reach up and pick one.  
Now an apple's in me!**



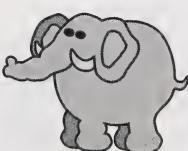
**B is for baby,  
Just learning to crawl.  
Watch as it stands up.  
Be careful! Don't fall!**



**C is for cut.  
My scissors cut string.  
C is for circle.  
It's shaped like a ring.**



**D is for drum.  
Am I playing loudly?  
Watch as I'm marching  
And stepping so proudly.**



**E is for elephant.  
It has a long nose.  
It moves just like this  
Wherever it goes.**

**F is for fists,**  
My left and my right.  
My fingers can move,  
But now they are tight.



**G is for gargle.**  
I will show you how.  
**G is for gentle.**  
I'm being gentle now.



**H is for heart.**  
It beats in my chest.  
It beats when I run.  
It beats when I rest.



**I is for it.**  
I will run away.  
You come and catch me.  
“You’re it!” you will say.



**J is for jump,**  
And that’s what I’ll do.  
I’ll start over here  
And jump right to you.



**K is for kick.**  
Can you kick so high?  
My left, my right foot  
Can kick to the sky.



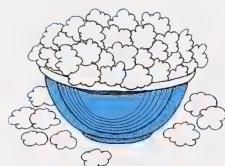
**L is for la-la-la.**  
I’ll sing as I hop.  
I’ll sing as I skip.  
I’ll sing when I stop.



**M is for m-m-m.**  
I taste something yummy.  
I swallow it down.  
Now it's in my tummy.



**O is for octopus,**  
All squiggly and wet.  
I'll show how it swims.  
Is it a good pet?



**P is for pop.**  
And what am I now?  
A kernel of corn,  
I'm popping up. Wow!



**Q is for quack.**  
That's what the ducks say.  
They quack as they swim.  
They quack as they play.



**R is for ring.**  
I go round and round.  
Whenever I stop,  
I drop to the ground.



**S is for sun.**  
I have fun  
Running in the sun.  
Fun, run, fun, run, fun.

**T** is for tap,  
A knock at the door.  
**T** is for tap dance  
With feet on the floor.



**U** is for up.  
I reach up so high.  
I can reach higher  
If I really try.

**V** is for violin.  
Watch how fast I play.  
Now I'll play slowly.  
Shall I play all day?



**W** is for water.  
It's so good to drink.  
It's fun to splash in,  
And swim in I think.



**X** is for axe.  
There's wood to chop.  
Now gather it up  
Until it's time to stop.



**Y** is for yo-yo.  
It goes up and down.  
When I swing my arm,  
It goes right around.

**Z is for zip.  
My alphabet is done.  
Which movement is  
best?  
Which is the most fun?**



M. Beaton

## Language Arts

**Time recommended: 30 minutes**

### Reading



Today's reading selection is "Over the Water" from the *Collections reader Ways to Go*. Turn to the Table of Contents and have the student find the story.

Begin by encouraging the student to look at the pictures, talk about the different types of boats, and predict what the story will be about. Add any new names of boats to the Vehicles Without Wheels web constructed on Day 16 of this module.

Next, have the student point out any known high-frequency words in the story. Words that have already been studied are **over, the, water, can, you, many, but, they, may, down, a, to, the, other, of, or, in, way, one, two, some, is, very, an, into, and used**.

Return to the first page of the story and read the title and the name of the author.

If the student is eager to read this story independently, encourage it. Provide help when needed. Otherwise, read the text with the student, tracking the words with your index finger and stopping to talk about unfamiliar words and the pictures.

Discuss how the story prediction compares to the actual story. Then focus attention on the repeated sections in the story ("... move some boats").

If you have not already done so, challenge the student to read the story independently. Continue to help as necessary.

After reading, ask the following questions. Suggest rereading parts of the story to find information.

Where do boats always travel? (on the water)

Where could boats take you? (down a river, to the other side of a lake, across a wide ocean)

What are the different ways that boats move?  
(by rowing, wind, and motors)

Name the boats talked about in the story and tell what they are used for. (A **sampan**, a **rowboat**, and a **canoe** are used to carry a few people and supplies on a river or lake.)



A **kayak** transports a person from one place to another. A **windjammer** is a very large sailing ship used for travel and fun. A **yacht** has sails and is used for pleasure trips and racing fun.



A **catamaran** has sails and two hulls and is used for pleasure trips. An **icebreaker** is used to break ice so it can move through frozen oceans, lakes, and rivers. Passengers travel long distances in comfort on an **ocean liner**.



A **ferry** can carry people, cars, and trucks, over large bodies of water. A **tugboat** can push and pull big boats into the harbour. A **submarine** is a ship that moves and hides underwater.



### Writer's Workshop

Have the student write about a water vehicle. Some topics that could be written about are

- my favourite water vehicle
- a water vehicle I would like to travel on
- my experiences on a water vehicle
- what I know about one or more water vehicles

Your student could have other suggestions or may wish to write about a topic of personal interest.

Remember that you will be commenting on your student's writing skills in today's Learning Log, so this is a good time to observe what strategies the student uses to write thoughts and ideas. When the page has been completed, ask that it be read aloud to you. Allow your student to make changes if necessary.

## Materials



Then, label the back of the page with the student's full name and M6D18, and place it in the Student Folder.



## Is it time for lunch?

## Silent Reading

**Time recommended: 5–10 minutes**

Provide a wide choice of reading materials if possible. Simple plays, stories written by family members, or letters from a pen pal are all good sources for Silent Reading.



## Math Time

### Time recommended: 45 minutes

Proceed with Mathematics Module 6, Day 18.

Today you will submit Mathematics Assignment Booklet 6B and other required activities.

## Project Time

### Time recommended: 50 minutes

What head can pop up? A puppet head can!

Today's Project Time activity is a pop-up puppet. If there is another project choice from one of this module's lessons that your student would prefer to do, that is fine.

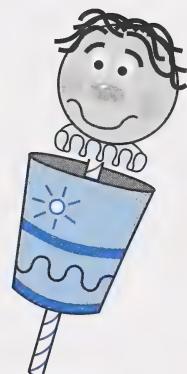
### Moving Ahead Puppet

**Step 1:** Make a hole in the middle of the bottom of the cup. It should be big enough for the straw to slide through.

**Step 2:** Decorate the foam ball as a face. Add material or yarn to make hair.

**Step 3:** Put glue on the end of the straw and insert it into the base of the ball. While the glue dries, decorate the outside of the cup with felt markers.

**Step 4:** Pull the straw through the hole so that the face is hidden inside the cup. Recite the following poem and, on the last word, push up the straw and pop out the face.



---

Can you move? Can you move?  
Everything is still.  
Can you move? Can you move?  
Yes, and now I will!

---

### Sharing Time

**Time recommended: flexible**

Is your student ready to share the Action Alphabet poems that were practised in Music and Movement? Did you invite other guests to attend the performance? Present the poems in the manner that was decided upon this morning. Encourage positive feedback from the audience.

### Let's Look Back

**Time recommended: 10 minutes**

In the last few weeks, your student has moved through a module filled with movement words and activities. As you review the progress of the last few weeks, ask questions like the following:

What was your favourite toy you made in this module?

What other toys would you like to make someday?

What did you like best about making the Action Alphabet book?

Which page is your favourite? Why?

Did you enjoy performing the Action Alphabet poems? Why or why not?

What positive feedback did you receive?

What do you know now about safety that you didn't know when you started this module?

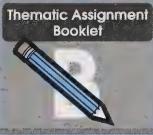
What would you like to tell your teacher about your work in this module?

Turn to Thematic Assignment Booklet 6B, and complete Day 18: Learning Log.

Continue on in Thematic Assignment Booklet 6B, and complete the Student Folder Items Checklist. Encourage your student's participation, and help him or her recall each item and any learning achieved.

Ensure that each item is labelled with your student's name plus the module and day number. Clip the items in order to the back of Assignment Booklet 6B, and submit all materials to your student's teacher at the time the teacher has requested them. Be sure to include the checklist with your submission.

## Materials



## Story Time

**Time recommended: flexible**



**You have completed Module 6,  
On the Move!  
Congratulate yourself!  
It's a big accomplishment  
to finish a module.**

It's time to move on to the next module. It is hoped that you and your student have enjoyed the activities, poems, and stories in this module and are looking forward to the exciting discoveries you will make in the next module, Under the Magnifying Glass.



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	<b>bottom:</b> PhotoDisc Collection/Getty Images	70	Image Club ArtRoom/EyeWire Collection/Getty Images	109	<b>face:</b> Image Club ArtRoom/ EyeWire Collection/Getty Images
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